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ABSTRACT

This curriculum guide presents concepts related to housing that could aid in decision-making about housing, improving the environment in homes, and preparing students to meet housing needs as they occur throughout life. It is intended to be used by teachers in Louisiana who plan individual units to meet the needs of their students on various levels. Concepts and sub-concepts related to housing as it might be taught in home economics programs are arranged at the beginning of the guide into a conceptual framework to show the relationships among them. Five major conceptual areas are covered in the guide: housing choices, economics of housing, housing management, home planning, and housing trends. These concepts are arranged to be taught on five levels: beginning housing (grades 6-9); housing--home economics I (grades 9-10); housing--home economics II (grades 10-11); housing--semester course (grades 11-12); and housing--modules (grades 12 and adult). From this conceptual framework, a scope and sequence outline is provided for each level. For the concepts on each level, topics, objectives, content areas, learning activities, evaluation experiences, and teaching resources are suggested. Also included are activities for Future Homemakers of America (FHA) related to the various topics. (KC)

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DEPARTMENT OF EDUCATION

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HOUSING
CURRICULUM GUIDE

Grades 6-12 and Adult

Issued by
Office of Vocational Education

N. J. Stafford, Jr., Ed.D.
Assistant Superintendent

J. KELLY NIX
State Superintendent

1982

CE 033 891

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FOREWORD

This Housing Curriculum Guide is an important part of the development of several subject area guides for use in Vocational Home Economics Education programs in Louisiana.

The guide was planned to be a practical and useful tool to help teachers structure programs for youth and adults as they study ways to meet their housing needs.

The State Department of Education would like to express appreciation to Dr. Barbara A. Holt, Associate Professor of Vocational Home Economics Education at Louisiana State University, who was director for the curriculum project, to the teachers who contributed valuable suggestions in the curriculum workshop and during the field study, and to others who participated in developing the Housing Curriculum Guide.

J. Kelly Nix

J. Kelly Nix, Superintendent
Department of Education

ACKNOWLEDGEMENTS

This Housing Curriculum Guide is a product of a three-year project funded by the Office of Vocational Education of the Louisiana Department of Education.

Dr. Barbara Holt, Associate Professor of Vocational Home Economics Education at Louisiana State University, worked with Dr. Rosalie Bivin, Section Chief, Vocational Home Economics, and Dr. Virginia Crossno, former Section Chief, to plan and implement the project.

A sample of home economics teachers and housing specialists around the state who worked with people on their housing needs was surveyed in 1979 to learn what they thought would be useful to incorporate into a housing education program.

Concepts related to housing were organized into a conceptual framework. This was submitted to a panel of consultants for suggestions, and a rough draft of the guide was written.

Selected Home Economics teachers attended a workshop at Louisiana State University in July, 1980 to make further suggestions for the guide. During the academic year 1980-81 these teachers and others participated in a field test of the curriculum materials. Their experiences and ideas were solicited and incorporated into an amended version of the Housing Guide. The final version included suggestions made by specialists in the Louisiana Cooperative Extension Service.

Valuable assistance in helping organize and prepare the guide was provided by LSU students Jane McDaniel (1979), Debbie Acosta (1980), and Ressa Hirsch (1981). The final typing was done by Glenna Colon and Karen Ellerman (1982).

Appreciation is expressed to the many people who contributed to the development of the Housing Curriculum Guide at each stage of its growth.

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RATIONALE

Housing needs of families and individuals have assumed much importance in recent years. As people in the post-World War II population bulge came into the expansion stage of family life, seeking adequate housing became a major problem.

Changing family life styles are having repercussions on housing. An example of this is the growth in the market for home ownership by single people who now constitute a large segment of the population because of divorce, later marriage, widowhood, or choosing to remain single.

Inflation has been felt more severely in housing costs than in other areas of family expenditures, causing people to consider housing choices more carefully than ever before. Since buying a house is the greatest single financial transaction many families will make, pointers on making the best housing choice are crucial.

Energy costs consume a large portion of the household budget and are not expected to decrease in the near future. A major part of a family's utility bill may be determined by the condition of the building in which they live and how they manage use of their space.

People spend the greatest amount of time during their day in their homes. Efficient and attractive surroundings add to the quality of life for individuals and families.

Understanding housing needs of people can help citizens make better decisions in regard to human relations, functions of society, and environmental maintenance. Both young people and adults could gain from learning more about satisfying their housing needs economically and aesthetically.

A look at trends in housing should be interesting especially to young people as they look toward the future, and a knowledge of careers related to housing could be useful in helping them consider jobs which might be available to them.

Housing is one of several subject areas in which guides are being developed for use in the Louisiana Vocational Home Economics program. This curriculum guide will present concepts related to housing which could aid in decision-making about housing, improve the near environment, and prepare students to meet housing needs as they occur throughout life. Included in the guide are topics, objectives, content areas, learning and evaluation experiences, and teaching resources.

The guide is to be used as a source of ideas for teachers to use in planning individual units to meet specific needs of their students. It is assumed that teachers will use the guide for suggestions to help plan programs, and not as a recipe book to be followed step by step.

DESIGN OF THE GUIDE

Conceptual Framework:

Concepts and sub-concepts related to housing as it might be taught in home economics programs are arranged at the beginning of the guide into a conceptual framework to show the relationships among them.

Five major conceptual areas are covered in this guide.

I. HOUSING CHOICES
II. ECONOMICS OF HOUSING
III. HOUSING MANAGEMENT
IV. HOME PLANNING
V. HOUSING TRENDS

Levels:

Concepts can be taught at many levels. Because of the wide variety of home economics programs in Louisiana schools, five levels were delineated in this guide to provide for a range of audiences.

Level One - Beginning Housing: Grades 6-9, or Junior High School; the introductory or pre-vocational course in home economics. Students study the importance of housing in meeting human needs.

Level Two - Housing - Home Economics I: Grades 9-10, or the first course in secondary school home economics, usually Home Economics I. Housing concepts affecting students' everyday lives are introduced.

Level Three-Housing - Home Economics II: Grades 10-11, or the second course in secondary school, usually Home Economics II. It is assumed that students have had Home Economics I at this level, and possibly home economics in Junior High School as well. Basic concepts introduced earlier are expanded and related to family and community life.

Level Four - Housing - Semester Course: Grades 11-12. A comprehensive study of housing as it relates to home economics is made. Concepts are examined in depth.

Level Five - Housing - Modules: Grades 12 and Adult. Short courses or units may be planned for secondary school or adult education classes that do not have prerequisites in home economics. Students are assumed to be mature and have major, imminent concerns for meeting specific housing needs.

Page numbers are written in columns to the right of the conceptual framework outline to show where concepts are developed at each level.

Scope and Sequence:

From the conceptual framework, certain concepts have been drawn which seem to be appropriate for a particular level of student.

These concepts have been restructured into a Scope and Sequence outline for each level, which suggests the material considered to be suitable for that group of students.

At the beginning of each section the Scope and Sequence of concepts for that level is outlined, and page numbers are given where they may be found within that section.

Not all concepts are taught at every level, so the numbering system is consistent with the conceptual framework at the front of the guide, rather than within each level.

Objectives:

Major objectives, or goals, are written for each level so the teacher may determine the appropriateness of the level for students.

Specific, or instructional objectives are listed as the introduction of each topic of sub-concept within the levels. These specific objectives, written in behavioral terms, may be used as the basis for evaluating the progress of students during the course of study. Specific objectives may be rewritten as criterion objectives by attaching quantitative measures and specifying conditions.

Content:

Under the heading, Content, generalizations are stated, and sub-concepts or topics are developed in some detail. Because the subject of housing is so broad, content areas are not outlined in as much detail as some teachers may need. The intent of this guide is to stimulate teachers to seek more detailed information from other sources rather than to exhaust the subject here.

Student Learning Activities:

Ideas for ways to involve students in learning activities are suggested for each level. There are more ideas than can be, or should be, used with any one class. They are not written in any order of priority.

The teacher should choose learning activities according to the needs and interests of the students, and the facilities, resources, and time available for class.

A teacher should not feel limited to using only the suggestions described, but rather should use them to spark further ideas, building upon those from the guide. Students themselves may contribute ideas for appropriate learning opportunities.

FHA Activities:

Future Homemakers of America (FHA), the youth organization for Vocational Home Economics, encourages the integration of club and classroom activities.

Suggestions are included among the student learning activities of levels two, three, and four for FHA projects. These are indicated by "+" at the left of the activity. These activities generally involve more people than just the students, and may be of interest to a broader audience than the home economics class.

Resources:

At the end of every major concept within the levels, suggestions are given for resource materials that may be useful to the teacher and students. Inclusion in the guide is not endorsement for the materials; teachers are urged to use discretion in ordering and to preview materials carefully before using them with students.

The textbooks related to housing adopted in 1980 by the Louisiana State Department of Education are listed at the end of the guide.

A publisher's address list is provided to facilitate ordering materials. No prices are quoted in this guide for resource materials listed, since these often are subject to change. When items are free, however, this is mentioned.

Suggestions for Using the Guide:

In using the curriculum guide to design a unit or course of study for a particular occasion, a teacher may go through the following steps:

1) Analyze the audience; think about who will be studying housing, their ages, interests, abilities, previous experiences, and their reasons for studying particular topics.

2) Determine which of the five levels would most nearly meet their needs, based on what is known of the audience.

3) Read the section in the guide for this particular level, the scope and sequence of concepts, the objectives, the suggested student learning activities, and resources.

4) Check the levels above and below this level to see if there are other ideas appropriate for the particular audience.

5) Consider the time and other constraints on teaching. Design the specific scope and sequence, objectives, and learning and

evaluation activities for the class, choosing from the ideas given in the guide, and adding others which may be suitable for the learners.

6) Evaluate the results of the experience and make notes in the guide for future reference. The looseleaf format of this guide was chosen so that teachers could add other materials they find useful in their work.

HOUSING: A CONCEPTUAL FRAMEWORK

Concepts	Levels/Page Numbers				
	One	Two	Three	Four	Five*
I. HOUSING CHOICES	4	31	56	93	
A. Human needs for shelter	4	-	56	93	
1. basic needs	4	-	56	93	
2. secondary needs	5	-	56	93	
B. The environment	6	31	58	95	
1. scope	6	31	58	95	
2. types	-	31	58	95	
3. interaction with people	7	-	58	95	
C. Factors influencing choice	9	-	-	97	
1. geography	9	-	-	97	
2. culture	10	-	-	97	
3. family	11	-	-	98	
4. activities	12	-	-	99	
5. location	12	-	-	99	
D. Housing alternatives	-	33	61	101	
1. single family dwellings	-	-	61	101	
2. multiple dwellings	-	-	61	101	
3. influence of structure	-	33	62	102	
E. Housing styles	-	-	-	104	
1. international influences	-	-	-	104	
2. historical American	-	-	-	104	
3. current	-	-	-	105	
4. Louisiana	-	-	-	105	
II. ECONOMICS OF HOUSING	-	-	64	107	
A. Housing and the economy	-	-	64	107	
1. the housing market	-	-	-	107	
2. the housing budget	-	-	64	107	
B. Housing selection	-	-	-	109	
1. deciding to rent, buy, or build	-	-	-	109	
2. locating available housing	-	-	-	110	
3. structural considerations	-	-	-	110	
C. Acquiring housing	-	-	-	113	
1. renting	-	-	-	113	
2. buying	-	-	-	113	
3. building	-	-	-	114	

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* Concepts for Level Five (Housing Modules) are chosen according to the design of each module (see page 191).

Concepts	Levels/Page Numbers				
	One	Two	Three	Four	Five
D. Financing a home	-	-	-	118	
1. sources of funds	-	-	-	118	
2. mortgages	-	-	-	118	
3. taxes	-	-	-	119	
4. insurance	-	-	-	119	
III. HOUSING MANAGEMENT	14	35	66	122	
A. Housing systems	-	-	-	122	
1. temperature control	-	-	-	122	
2. water and waste transfer	-	-	-	124	
3. electrical	-	-	-	124	
4. protection	-	-	-	125	
5. increasing system efficiency	-	-	-	126	
B. Home energy use	14	35	66	128	
1. energy sources	-	35	66	128	
2. energy conservation	14	35	66	128	
C. Home safety	16	-	68	131	
1. accident prevention	16	-	68	131	
2. preparedness	16	-	68	131	
D. Maintaining the home	18	37	70	133	
1. importance of home maintenance	18	37	70	133	
2. exterior maintenance	19	-	70	133	
3. interior maintenance	20	-	71	134	
E. Home responsibilities	22	39	74	138	
1. sharing home care tasks	22	39	74	138	
2. living with others	22	40	75	139	
3. independent living	-	-	-	140	
IV. HOME PLANNING	25	42	76	144	
A. Use of space	-	42	76	144	
1. areas in the home	-	42	-	144	
2. reading house plans	-	-	-	144	
3. analyzing house plans	-	-	-	145	
4. improving the use of space	-	42	76	146	

Concepts	Levels/ Page Numbers				
	One	Two	Three	Four	Five
B. Home decoration	25	44	78	150	
1. design in the home	-	-	78	150	
2. styles	-	-	80	151	
3. planning home decoration	25	44	81	152	
C. Home interiors	-	-	-	156	
1. surface treatments	-	-	-	156	
2. window and door treatments	-	-	-	157	
3. lighting	-	-	-	158	
4. furniture and accessories	-	-	-	158	
5. household linens	-	-	-	160	
6. household equipment	-	-	-	161	
D. Buying household goods	-	-	84	167	
1. considerations	-	-	-	167	
2. sources of information	-	-	84	167	
3. consumer protection	-	-	84	168	
E. Home improvements	-	46	-	170	
1. improvement schemes	-	46	-	170	
2. recycling used items	-	47	-	171	
3. remodeling	-	-	-	171	
V. HOUSING TRENDS	26	49	86	175	
A. Factors affecting housing	-	-	-	175	
1. societal changes	-	-	-	175	
2. economics	-	-	-	176	
3. technology	-	-	-	176	
4. environmental concerns	-	-	-	177	
B. Housing and government	-	-	-	178	
1. housing agencies	-	-	-	178	
2. housing	-	-	-	178	
C. Housing as a social concern	-	-	-	180	
1. effects of poor housing on society	-	-	-	180	
2. effects of social conditions on housing	-	-	-	181	
3. actions for improving housing	-	-	-	181	

Concepts	Levels/Page Numbers				
	One	Two	Three	Four	Five
D. Future developments in housing	-	-	-	183	
1. innovative construction techniques	-	-	-	183	
2. new energy sources	-	-	-	183	
3. changes in life styles	-	-	-	184	
E. Housing occupations	26	49	86	186	
1. jobs related to housing	26	49	-	186	
2. preparation for housing occupations	-	50	-	187	
3. trends in housing occupations	-	-	86	188	

HOUSING

LEVEL ONE

Beginning Housing

LEVEL ONE

Beginning Housing

(Grades 6-9: Junior High)

Preteens and young teenagers usually are interested in taking on increasing responsibility of shaping and maintaining their own environments and carrying a fair share of family responsibilities. They are seeking their place in the world, growing out of childhood, and taking on the first tentative tasks which will prepare them for adulthood.

Concepts introduced at the entry level of housing should be those of high priority in providing for a quality life. Students should learn the importance of housing in meeting human needs. At this level basic concepts should be studied that will lead to improved understanding at more advanced levels.

The Level One Scope and Sequence of concepts was designed for prevocational middle school or junior high school students who are studying housing for the first time. It is assumed that the housing unit will be part of a general introduction to home economics. Concepts listed in the Scope and Sequence may be studied in a separate unit, or they may be integrated into other home economics subject matter areas.

Major objectives:

At the completion of the unit students should be able to:

1) describe different ways that people throughout the world satisfy their need for shelter.

2) demonstrate ways of conserving energy in the home.

3) share home space with family members.

4) assume some responsibility for maintaining a safe and healthful environment.

5) utilize crafts and hobbies in the home environment.

6) identify occupations related to housing.

Level One

Beginning Housing

SCOPE AND SEQUENCE OF CONCEPTS

Concepts	Page
I. HOUSING CHOICES	4
A. Human needs for shelter	4
1. basic needs	4
2. secondary needs	5
B. The environment	6
1. scope	6
3. interaction with people	7
C. Factors influencing choices	9
1. geography	9
2. culture	10
3. family	11
4. activities	12
5. location	12
III. HOUSING MANAGEMENT	14
B. Home energy use	14
2. energy conservation	14
C. Home safety	16
1. accident prevention	16
2. preparedness	16
D. Maintaining the home	18
1. importance of home maintenance	18
2. exterior maintenance	19
3. interior maintenance	20
E. Home responsibilities	22
1. sharing home care tasks	22
2. living with others	22
IV. HOME PLANNING	25
B. Home decoration	25
3. planning home decoration	25
V. HOUSING TRENDS	26
E. Housing occupations	26
1. jobs related to housing	26

Level One

I. HOUSING CHOICES

Topic: A. Human needs for shelter

Objectives:
1. List the basic needs that human beings must meet for survival, and tell how housing helps fill these needs.
2. Name ways that a home is important to people, in addition to providing shelter for physical survival.

Content	Student Learning Activities
Housing helps people fill basic physical needs to sustain life.	Divide the items below into those that are essential for living and those that are not:
1. basic needs -shelter -protection -rest -nourishment	knife shoes water bed table chair blanket plate glass matches
	Plan a list of things needed for a three-day back-packing trip. Include only things that one person can carry. Tell class members why each item was chosen.
	Recall reading the story of Robinson Crusoe (Defoe). Tell how he met his needs for shelter.
	Look at pictures of homes of people in other countries. Tell how their homes are different from yours and how they are similar. Analyze how well each type of home meets human needs for shelter in the part of the world in which they live.
	Describe how houses are planned around the physical needs of the people who live in them.

Content	Student Learning Activities
Homes help people fill secondary needs that make life comfortable and more meaningful. 2. secondary needs -belongingness -acceptance -respect -pride -self-expression -privacy	Write a short paragraph to define what "home" means to people. Talk to people who have been away from home for a while and ask them to describe how it feels to be "homesick." Describe the one place in the world where you feel most comfortable. Tell why you feel this way about this place. Think of some ways that people you know show that they are proud of their homes. What are things we do for our homes that show pride? Name some areas of the home that people use for hobbies or activities that they enjoy. Describe the room you would have if you could plan it exactly the way you would like to have it. Make a model of this room in a shoe-box. Look at pictures of bedrooms and tell what you think the people who live there must be like. Choose the one you like best and tell why you chose it.

Resources:

Brady, Marion, and Howard Brady. Habitat. (Idea and Action in World Cultures Series) Prentice-Hall. Housing related to human behavior examined in three foreign cultures and applied to American society. Paperback. Teacher's guide. Skills and evaluation package with spirit duplicator masters. Junior high school level.

"Homes Around the World." Louisiana State Department of Education, 1963. 11 min., color film on homes in various cultures and in various climates.

Level One

I. HOUSING CHOICES

Topic: B. The Environment

Objectives:
1. Describe effects of the immediate or near environment and general or expanded environment on housing choices.
2. Tell how a positive environment benefits the people living in it.

Content	Student Learning Activities
One's environment, or the surroundings in which one lives, helps determine the kind of life one lives.	Define the term, "private space." Ask students to describe the area they consider their own private space. What would be "public space"? What is the difference?
1. scope -the near environment -the expanded environment	Ask your parents to tell you why they chose to live where they do.
	List and discuss factors in an individual's near environment (home, classroom at school) that influence "lifestyle."
	List and discuss factors in an individual's expanded environment (neighborhood, community, parish) that influence "lifestyle."
	Make a list of things that would make an ideal neighborhood (play spaces, safety factors, transportation available). How near or far would you want to live to a school? a grocery store? a fire station? a hospital? your best friends?

Content

The ways people interact with their environment can produce positive or negative results on their lives.

3. interactions with people
   - -positive results
     - comfort
     - health
     - safety
     - security
   - -negative results
     - depletion of resources
     - pollution
     - illness
     - injury
     - fear

Student Learning Activities

Describe how new parents prepare a good physical environment for the baby they are expecting. What factors do they consider? Why?

List things people can do to improve their environment.

Write a plan telling about one thing you will do in the next week to improve your physical environment. A week later report your progress on the plan.

On the way home from school look for three ways people have abused their environment. Report your findings to the class.

Read a newspaper story about pollution in your community and tell how people are trying to prevent it.

List several types of pollution (air, water, noise, litter, chemical, radioactive). Describe the short-term and long-term effects of each.

Define natural resources. List several and tell which ones are "renewable" and which ones are not.

Describe ways people can make their natural resources last longer.

Make a list of illnesses that are caused by people living in a poor environment. Discuss ways these could be prevented.

Plan a class project to help improve the school environment. For example: decorate the cafeteria with flowers or colorful posters; make curtains and supply houseplants for the teachers' lounge; clean up, repaint, or landscape the entrance to the school so people will feel more welcome.

Resources:

Duly, Colin. The Houses of Mankind. Home Economics School Service. 1979. Types of housing used by folk cultures around the world. Factors that influence house construction.

Level One

I. HOUSING CHOICES

Topic: C. Factors influencing choice

Objectives:
1. Describe the effects of geography on the type of housing used in a region.
2. Describe how housing reflects the culture of people.
3. Tell how the specific characteristics of a family and its members could help determine their housing needs.
4. Describe ways in which one's activities help determine the kind of housing needed.
5. List factors to consider when choosing the location of a home.

Content	Student Learning Activities
People design their houses within geographical constraints. 1. geography -climate -topography -space available -natural resources	Collect pictures of houses from different parts of the world. Group together those from cold regions and those from tropical regions. Describe the similarities and differences noted, and analyze them.
	Name building materials you expect to be most available in these locations: forest, prairie, mountains, desert, seaside.
	Describe how people build houses when they live in areas that frequently have floods; earthquakes; heavy rains; hot, dry air; drought; snow; tornadoes.
	Make a display of photographs of homes in Louisiana. How do houses in southern Louisiana differ from those in the northern part of the state? Why?

Content	Student Learning Activities
	From the library learn which places in the world, in the United States, and in Louisiana have the greatest and least population densities. Describe how the houses in which people live differ in these places.
	What are distinctive features of Louisiana homes that make them appropriate for the climate?
	Suppose you were moving to Southern California. Tell how your house might be different from the one you have in Louisiana. What if you were moving to Maine? To Florida?
People make cultural statements through their homes. 2. culture -religion and beliefs -values -goals and standards -customs	Look at a photograph of the home of someone you do not know. From what you see, what might you tell about them? Point out the evidence you use for your descriptions.
	Think of something in your home that has a great meaning for members of your family. Would this thing have the same value to someone else?
	Choose an activity, such as eating, sleeping, or bathing. Research and report to the class how people around the world differ in the way they carry out this activity and in the objects they use for it.
	Talk with grandparents about how living conditions were when they were young. Ask them if there were some things better about living then than now. Share their remarks with the class.

Content

Family characteristics are important determinants in housing choices.

3. family
   - stage of life cycle
   - composition and size
   - permanency in community
   - special needs
     - children
     - older people
     - handicapped
   - personal tastes
   - resources available

Student Learning Activities

Describe the house of a well-known family shown on a television series. Does their house suit the people living there? Why or why not? Would you like to live there? Why or why not?

Suppose a family had a spare room in the house. Describe how they could use it if they had small children; if they had teenagers; if they were retired; if they had a hobby.

Collect a series of pictures for a bulletin board showing how a bedroom could be changed over the years to meet the needs of its occupants from the time they were babies to adulthood.

Discuss ways that people carry their homes with them, using examples such as nomadic people and space travelers.

Make a display of furnishings that might be chosen by people who move often. How would they differ from those of more permanently located families?

Discuss ways a family could accommodate an increasing number of children, even if they could not move to a larger house.

Interview these people: a parent of a young child; a person over 70 years old; a person with a physical handicap. Ask each of them what changes are needed in housing arrangements because of these conditions.

Find a magazine picture of a house or room that you like. Have a friend find one, too. Compare the differences in your tastes.

Concept	Student Learning Activities
Housing should be chosen to accommodate a family's activities. 4. activities -home centered -community contered -space needs -social situation -life style	Members of "Family A" have many friends and they like to entertain them often at large parties in their home. People in "Family B" prefer inviting a few friends in to visit quietly. Tell how families "A" and "B" would differ in the kind of house they might choose. Describe the special housing needs for people with hobbies such as photography, cake decorating, weaving, gardening, carpentry, quilting, raising pets, gun collecting. Make a list of services performed for a family by its members, such as preparing meals, washing the car, or doing laundry. Calculate the cost of getting these services done outside the home for a year. Compare this with the cost of providing facilities for doing them at home. Some people say they prefer a "Basic Life Style." Define this term and describe the house they might choose.
The location of a house is important to consider when choosing housing. 5. location -neighborhood type quality -rural/urban -proximity work school shopping	Give examples of how the neighborhood in which one lives may have an effect on one's life. Write a definition of "neighborhood." Compare definitions written by different students. Look at a map of your community and circle several "neighborhoods." Ask class members who have been there to describe their impressions of them. Discuss ways in which impressions are formed.

Content	Student Learning Activities
	Write a story of a visit with people in a neighborhood different from the one in which you live. Tell whether or not you would want to live there, and why.
	Meet with a neighborhood group that is trying to improve living conditions. Volunteer to help them with some project, such as litter control, beautification, erecting signs, landscaping, or painting a community center.
	Evaluate your own neighborhood in terms of the distances people must travel to get to work, school, or do shopping. Would you move away in order to travel less? Why or why not?
	Have a debate in class on the advantages of living in rural or urban communities. Have class members vote on the team that presents the most convincing case.

Resources:

Lewis, Evelyn L. Housing Decisions. Goodheart-Willcox Co. 1978. Chapter 1, "Housing for Satisfaction"; Chapter 2, "Housing and Life Situations."

McFarland, Marilyn and Vera Ramstetter. Exploring Living Environments. McKnight Publishing Co. 1977. Concept 5, "Understanding Yourself"; Concept 6, "Getting Along With Others"; and Concept 7, "Making Your Own Decisions."

Level One

III. HOUSING MANAGEMENT

Topic: B. Home energy use

Objective: Demonstrate ways in which energy can be conserved in the home.

Content	Student Learning Activities
Energy may be saved through conservation practices. 2. energy conservation -home design -improved insulation -equipment selection and use -energy efficient habits -calculating energy savings	Find out the kind of utility bills your family pays (gas, electricity, oil) and the amounts. Add up the cost of energy used in your home for one month and calculate the cost per day. Do a "waste watch" check on your house. Look for cracks or air leaks around doors and windows; lack of insulation in ceilings, walls, and floors; and clogged filters on air-conditioners, heaters, or clothes dryers. Report your findings to the family and help improve the situation. Look on electrical appliances to learn the number of watts of electricity they use. Make a list, putting the ones that use the most at the top of the list. Think of ways to use these less or use them more efficiently. List ways energy could be saved in your home. Have a meeting of family members to share your ideas and persuade them to help you carry them out. On file cards write a series of "reminders" for family members and post them around the house. ("Fill full" for the dishwasher and washing machines; "Close fast" for the refrigerator door; and "Turn off" for light switches.)

Content	Student Learning Activities
	At the end of a month of energy "waste watching" check the utility bills to see how they compare with those of the previous month.
	Class members lead a school campaign or contest on saving energy by students. Conserving cool air or heat and turning off lights in unused rooms are examples of ideas to develop.

Resources:

"How to Conserve Energy at Home." Channing L. Bete Co. 1975. Energy conservation tips illustrated by cartoons.

"Watts Wrong Game." Gulf States Utilities. Game for grades 2 - 6 to help students recognize ways they can conserve energy in their daily lives. 2 to 4 players per game. Free loan.

Level One

III. HOUSING MANAGEMENT

Topic: C. **Home safety**

Objectives: 1. Describe measures to take in the home to make it a safer place to live.

2. Demonstrate ways that a family may be prepared for emergencies in the home.

Content	Student Learning Activities
Simple preventive measures can reduce home accidents. 1. accident prevention -causes of home accidents -safe use of home equipment -safety precautions	Make up a play or skit showing how family members learned to prevent accidents in their home the hard way. Get someone with a home movie camera to film it and show it back to the class.
	Have students tell about an accident they had in their home. Class members analyze the reasons for the accident and suggest preventive measures.
	Invite a person from the Red Cross to tell the class what accidents commonly occur in the home. Discuss ways to prevent these.
	Pretend that small children will be coming to play in the home economics department. Search the room and tell what must be done to make it a safer place for them.
	Demonstrate safe methods of using home equipment (iron, kitchen stove, mixer, lawn mower). Check the instruction booklets that come with appliances to see what safety tips they provide.

Content	Student Learning Activities
Being prepared for home emergencies can improve the chances for recovery from accidents. 2. preparedness -emergency instructions -first-aid supplies -stockpiling for disasters	Write or type up a list of emergency telephone numbers, such as the police and fire departments, doctor and ambulance service. Give one to each class member to post near the telephone at home. Make a poster of safety rules for each room in the house and for the outside areas of the house; then hang these up to remind people to be safe. Draw up a list of first-aid supplies that should be in a home. Check to see that your family has these available. Collect supplies to make a first-aid kit for the home economics department. Play a game called "What If . . .?" One student makes up an emergency situation that might occur in the home and other class members decide the best way to handle it. Ask a member of the Junior Red Cross or the school nurse to critique the responses.

Resources:

"Safety in the Home." Interpretive Education. Practical hints for making homes hazard free. Filmstrip and cassette.

"The House of Accidents." Centron Films. Dracula takes audience on tour of home to reveal potentially dangerous conditions in every room. 16 min. film.

"Child Safety is No Accident." Modern Talking Picture Service. 13 min. color film. Preventing burns, poison accidents; animal safety, auto safety and first aid. 7th grade and higher. Free loan.

"Electrical Safety, In and Around the Home." Gulf States Utilities. Multimedia kit with filmstrips, two cassettes, poster, student activity sheets and teacher's guide. Rules for using electricity safely and avoiding hazards common to 4th-7th grade children. Free loan.

Level One

III. HOUSING MANAGEMENT

Topic: D. Maintaining the home

Objectives:
1. List reasons why people should maintain a clean and safe home environment.
2. Demonstrate ways to contribute to the appearance and functioning of the exterior of the home.
3. Demonstrate tasks involved in maintaining the interior environment of a house.

Content	Student Learning Activities
Care of the home and its surroundings improves the quality of home life. 1. importance of home maintenance -reduce accidents -prevent disease -increase property value -improve appearance -improve functioning -preserve structure -prevent repairs -increase satisfaction	Have a contest among students to see who can correct the most safety hazards around the home. Award a nice prize for the first place winner and a bandage to the loser.
	Class members report on diseases that are spread through poor sanitation in the home. Decide what some common factors cause these illnesses (flies, unclean eating utensils, vermin) and suggest ways to prevent them.
	Define "vector" and make a poster showing vectors which could be found in your community.
	Describe the feelings a person has when entering a clean room; when entering a dirty or untidy one. What opinion would he or she have about the person responsible for each room?
	Give an example of how having a clean, well-organized environment could help a person work more efficiently.
	List some things that can be done in a room so that it serves more than one function, such as a den or game room being used as an extra bedroom or guest room. Tell why being neat and well-organized would be important in this case.

Content	Student Learning Activities
Each family member can contribute to maintaining an attractive home exterior . 2. exterior maintenance -preventive care inspection painting cleaning -minor repairs -major repairs -landscaping for energy conservation as hobby aesthetic appeal	Demonstrate several desirable ways to get rid of household garbage and trash if there is no community pick-up service available. Interview a sample of students to learn what maintenance responsibilities they have around the home. Make a chart to show which tasks they perform most often. Have a panel of students give tips on ways they have found to make their chores easier. Invite a person from a lawn care service or hardware store to show class members how to use a lawn mower safely and to give tips on yard and plant care. Class members make reports on several common household pests (ants, fleas, mice, houseflies, moths). Include tips on how to prevent and control them. Make a display of containers of chemicals used for pest control around the house. Read their labels for directions on safe use, and write some general rules for people to remember.

Content	Student Learning Activities
All family members can help maintain a clean and safe home interior. 3. interior maintenance -sanitation trash and garbage control pest control mildew food storage caring for pets -home cleaning materials and finishes cleaning tools cleaning agents cleaning methods -simple repairs plumbing electrical structural	Hold a "Demonstration Day" where students show one another the best ways to clean various materials and appliances found around the house. (Some ideas: how to clean leather, plastic, wood, rugs, refrigerators, ovens.) Play a chain game in which one person names a household article, then points to another student. That person tells the best way to clean that article, then names another article and another student to describe how to clean it. Students plan a cleaning day for the home economics department, each team assigned a specific task. Have a contest and vote on the best job done. Observe a student do a cleaning task, then make suggestions on how to do it more efficiently. Invite a veterinarian or Cooperative Extension agent to talk to the class on the topic, "Living With Pets Around the House." Ask them to discuss the health and safety of both people and pets. Play a game called "Storing Food Safely." Have a board with large areas labeled "refrigerator," "freezer," "cabinet," "cool, dark place," "warm, dry place." Draw names of foods written on pieces of paper and place each food in its best storage place. Play in teams and keep score to determine winners. Check storage spaces in the home economics department to see if foods are properly stored.

Content	Student Learning Activities
	Do an inventory of cleaning equipment found at home. Divide them into categories of things that are alike (brushes, cloths, brooms). Demonstrate how each is used and stored.
	On a trip to the grocery store, investigate the cleaning supplies section. List the different types of supplies you find, their uses and their cost range.
	Ask people in the community to tell about homemade cleaning agents they have used. Make a collection of these ideas into a booklet and share them.
	Make a file of information about home care using sources contributed by each class member.

Resources:

"About Cats." Modern Talking Picture Service. 12 min. color film. Care and handling of cats. Grades K-6. Discussion materials. Free loan.

"Pet Care." Interpretive Education. How to select and care for common household pets. Audio-cassette and instructor's guide.

"Pets: Handle With Care." Modern Talking Picture Service. 13 min. color film. Proper care of dogs. Free loan.

"Guide to Carpet Spot and Stain Removal." Bissell Consumer Service Institute.

"Guide to Upholstery Spot and Stain Removal." Bissell Consumer Service Institute.

"Home Care." Johnson Wax. 35-page pamphlet on home maintenance indoors and outdoors.

Level One

III. HOUSING MANAGEMENT

Topic: E. Home Responsibilities

Objectives:
1. Design a plan for sharing tasks around the home.
2. Describe ways that one may live harmoniously with other people.

Content	Student Learning Activities
Housekeeping chores are easier when family members share in the responsibility for doing them.	Divide the class into four groups. Have each group list household tasks that must be done daily, weekly, monthly, and seasonally. Share lists.
1. sharing home care tasks -listing routine chores interior exterior -scheduling household tasks daily weekly monthly seasonal -division of labor -cooperation	Design a "duty wheel" for the home economics department so that tasks may be rotated among class members. Use a "chore basket" in which the teacher places slips of paper with chores written on them for students to draw and perform. Pretend to hold a family council to consider the request of teenagers who want to have a party at their house. Discuss their responsibilities and the compromises that other family members will make.

Content	Student Learning Activities
Respecting privacy and property of other people helps to improve human relations.	Discuss the questions, "What living space belongs to me?" and "What living space do I share with others?" Decide what responsibilities are involved when space is shared.
2. living with others -being a good family member sharing space sharing home tasks respecting privacy respecting rights of others -being a good neighbor noise and pollution control respecting private property maintaining the neighborhood -being a good citizen litter control respecting public property speaking out on housing issues	Have class members list the advantages and disadvantages of sharing a bedroom with brothers or sisters. Make a notebook of ideas people could use to share bedroom space happily. Think about space for storage, sleeping, studying, dressing, entertainment, and privacy. Role play two young people at a camp who are working out their disagreements on sharing their dormitory room. For example, one might want to stay up late while the other wanted to go to bed early. At the end let class members contribute their ideas for alternative solutions. How do families work out problems of sharing space in the home, such as using the television, bathroom, or dining table? Do a survey among students and decide what methods are most common. What methods give the best results for all concerned? Describe the qualities you think a good neighbor should have. Rate yourself on how many of these qualities you possess. Check with officials in your community to see what laws or regulations are in effect concerning noise and pollution control. In your opinion do people in your neighborhood obey these? Why do you think this?

Content	Student Learning Activities
	The poet, Robert Frost, said, "Good fences make good neighbors." Write a paragraph telling what he meant.
	Role play a situation in which there is a conflict between two neighbors (borrowed tools not returned; pets loose in flower bed; loud party). Act out ways that the two could solve the problem to the satisfaction of both. Ask class members to comment on the results and the process used to obtain them.
	Teenagers and adults often have different sets of values when it comes to such things as music, vehicles, and worthwhile activities. Discuss ways they could bridge the generation gap.
	On your way to school look for evidence of poor citizenship in the buildings you pass (litter, broken window panes in public buildings, graffiti). Report these to the class and discuss reasons why people might do this, and ways it might be prevented.
	Interview the school principal about destruction of school property and the amount of money this costs taxpayers each year. Discuss ways to prevent this.
	Invite someone from the local Chamber of Commerce or a civic club to report on their efforts in the community to improve the living environment for its citizens.

Resources:

Foster, Josephine, M. Janice Hogan, Bettie Herring and Audrey G. Grieseking-Williams. Creative Living. Maclean-Hunter. 1979. Chapter 5, Section 7, "Caring for Spaces" and Section 8, "Home and the Neighborhood."

Level One

IV. HOME PLANNING

Topic: B. Home decoration

Objective: Express individuality in one's personal environment.

Content	Student Learning Activities
Good taste and creativity can be applied to enhance one's surroundings.	Invite the school art teacher to introduce the class to some ideas for simple items which could be made to beautify the home.
3. planning home decoration -taste beauty utility order excellence -creativity individuality expression	Show pictures of rooms and tell how you would change them if you lived there. Give possible suggestions for decorations using creative ideas. Bring in hobbies and collections to make a display of ways they may be used to decorate the home. Plan and carry out a home project to create an accessory item for your home.

Resources:

Foster, Josephine, M. Janice Hogan, Bettie M. Herring, and Audrey G. Grieseking-Williams. Creative Living. Maclean-Hunter. 1979. Chapter 6, Section 4, "Reorganizing Personal Space" and Section 6, "Accessories Can Make the Difference."

"How To Decorate Your Room." Johnson Wax. Simple projects to design traditional, modern, natural, or eclectic styled rooms. 15-page brochure.

"Start With a Small Change." Louisiana Cooperative Extension Service. 1977. Basic ideas for young students. Suggests small changes that make big differences in appearance and convenience of a room. Grades 7-8.

"Wake Up Your Room/Furnishing to Suit." Louisiana Cooperative Extension Service. 80-page booklet describing 4-H Club Home Improvement project. Design, accessories, care of room.

Level One

V. HOUSING TRENDS

Topic: E. **Housing occupations**

Objective: Describe jobs related to helping people fill their housing needs.

Content	Student Learning Activities
A person who wants to work in an occupation related to housing has a variety of jobs from which to choose. 1. jobs related to housing -career clusters construction contracting counseling decoration education finance maintenance manufacturing planning sales and service supervision -career ladders entry-level positions technical or mid-level positions professional level -job related factors working conditions pay and benefits advancement opportunities	Read the yellow pages of the telephone book and list the categories that are related to housing. Make a bulletin board showing job "families" and their related "members." For example, in the "Construction" family, members would be carpenter, electrician, mason, plumber, etc. In the library, ask the librarian to help you find the Dictionary of Occupations. List those jobs you find that are related to housing. Invite a panel of people who work in jobs related to the housing industry (architect, interior designer, contractor). Ask them to talk about their work and how they got started in it. Design a career ladder for a housing occupation and make a poster of it. Show at least three "steps" or levels of the occupation. Interview people in housing related occupations and learn details of the jobs they perform.

Resources:

Career Awareness Books. Changing Times Education Service. High interest, controlled readability books and read-along cassettes on 150 job titles including: carpenter, florist, executive housekeeper, furniture maker, pest controller, building maintenance worker, contract cleaner, home economist, electrician, architect, cabinetmaker, painter apprentice, real estate broker, and housing consultant. Reading levels range from grades 2 to 6.

Foster, Josephine, M. Janice Hogan, Bettie M. Herring, and Audrey G. Gieseking-Williams. Creative Living. Maclean-Hunter. 1979. Chapter 6, Section 10, "Careers in Housing."

"Job Tips." Pitman Learning, Inc. Career pamphlets in easy-to-read format. 8 pp. each. Reading level 3.0; interest level 7-12. Titles include: Carpenter's Helper, Plumber's Helper, Assistant Electrician, Bricklayer, Cement Mason's Helper, Roofing Worker, Painter's Helper, Building Maintenance Mechanic's Assistant, Assistant Air Conditioning Mechanic, Floor Covering Installer, Custodian's Helper.

Lewis, Evelyn L. Housing Decisions. Goodheart-Willcox. 1978. Chapter 13, "Careers in Housing."

McFarland, Marilyn and Vera Ramsetter. Exploring Living Environments. McKnight Publishing Co. 1977. Concept 9, "Housing Is for People."

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HOUSING

LEVEL TWO

Home Economics I

44

LEVEL TWO

Housing - Home Economics I

(Grades 9-10)

In the earlier years of senior high school, developing a positive self-concept through satisfying social relations with family and peers is a major task. Emphasis on personal exploration and discovery is important, as well as having opportunities to contribute to society. At this level concepts that deal with aspects of housing that affect students' everyday lives should be of greatest interest.

The Level Two Scope and Sequence outline includes concepts that should be appropriate for Home Economics I classes, the first course in the Vocational Home Economics program for high school students.

It is assumed that the Housing unit will be one of several taught in the Home Economics I class. Some concepts may be integrated into other units; for example, principles of conserving energy as they relate to housing could also be applied as part of a foods or clothing unit.

Major Objectives:

At the completion of the unit, students should be able to:

1) express individuality in the home environment.

2) take responsibility for energy conservation in the home.

3) help maintain housing for the family.

4) assess competencies for entry level into jobs related to housing.

Level TWO

Housing - Home Economics I

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Level Two

I. HOUSING CHOICES

Topic: B. The environment

Objectives:
1. Contrast the terms, near environment and expanded environment.
2. Give examples of natural, constructed, and behavioral environments.

Content	Student Learning Activities
People can control their environments to various extents. 1. scope -the near environment -the expanded environment	List the places where you spend the most time every day (bedroom, classroom, cafeteria). List other areas that have an influence on the way you live, even though you may not be in direct contact with them every day (neighborhood, region of the state, nation). From the lists above, name the place over which you have most control. Continue naming the places in order of the control you have over them. The last item should be the one over which you have the least control. Discuss the choices people are able to make about the type of environment in which they live. Give examples of actions they can take to change them. Play a game in which you think of some particular place and write a list of words to describe it (noisy, bright, crowded, smells good). Other students try to guess the place you describe (cafeteria).
People live within many kinds of environments. 2. types -natural -constructed -behavioral	Name aspects of the natural environment from which people must be protected (high winds, rain, snow, insects). Tell ways people have altered their natural environment (earth-moving, air-conditioning, stream diversion).

Content	Student Learning Activities
	Look at pictures of ways people have tried to reconstruct the natural environment to meet their needs (building fires, making shelters, storing food).
	Contrast modern day buildings with earlier attempts of people to meet their environmental needs; for example, central heating systems compared with open fires in the home.
	Give examples of ways in which the constructed environment shapes people's behavior; for example, houses closed because of air-conditioning may reduce contacts among neighbors.
	Name some buildings in your community designed for social functioning, or to meet other behavioral needs of people (such as protection, learning, and care of the ill in fire station, school, hospital).

Resources:

"The City as an Ecosystem." Interpretive Education. Aims at developing positive environmental attitude built on understanding of interrelationships and interdependencies of plants, animals (including humans) and their physical environments. Five filmstrips and cassette sides, 30 student workbooks, instructor's guide.

Duly, Colin. The Houses of Mankind. 1979. Home Economics School Service. Describes types of housing used by cultures around the world and factors that influence house construction.

"Energy/Ecology/Economics: An Educator's Guide to the Three E's." Sears. 1979. Designed to help plan lessons on interaction of these topics related to current and future lifestyles.

Level Two

I. HOUSING CHOICES

Topic: D. Housing structures

Objective: Tell how a building can shape the lives of the people who use it.

Content	Student Learning Activities
One's life is influenced by one's physical surroundings. 3. influence of structure -safety -privacy -sharing -self-esteem	Discuss features of a home that would make it safe or unsafe for its inhabitants. Are these features of design or maintenance? Diagram a room to show safety features, or tell how these could be added. Show pictures of safe and unsafe environments and point out hazards. Give examples of ways individual activities could be carried on in a room that must be shared by several people. Make a scrapbook of bedrooms that show how each occupant has achieved some privacy. Describe or show a picture of a home in which you would like to live. Tell why you would be proud to live there. Discuss ways people show they take pride in their homes. Visit a building in which a group of people live, such as a dormitory, camp, or a home for older people. How does the building differ from a private home in its living arrangements? What parts of the building are for sharing and what parts are for privacy? Tell why you would or would not want to live there permanently.

Content	Student Learning Activities
	Relate an experience you had in which the way a room looked made you feel happy, relaxed, gloomy, or excited. Analyze reasons why you might have had these feelings (color, odor, lighting, size, furnishings).
	+ FHA members make posters to put up around the school to appeal to students to take pride in their building and care for it.

Resources:

Foster, Josephine, Janice Hogan, Bettie Herring, and Audrey Griese-king-Williams. Creative Living. Maclean-Hunter. 1979. Chapter 6, Section 2, "Home and Personal Space;" and Section 3, "Sharing Space."

"Housing: Decision Making." Home Economics School Service. 1980. Practical considerations for choosing suitable housing. Topics include kinds of housing, determining needs, neighborhoods. Ten color transparencies, 16 spirit duplicating masters.

"Your Space and Mine--A Behavioral Approach to Environments." J.C. Penney. 1978. Multimedia kit investigates interrelationships of personal space, sensory cues, environmental messages and personalization of surroundings. Three-part filmstrip and cassette, 14 activity sheets, poster, educator's guide. Free loan from local stores.

Level Two

III. HOUSING MANAGEMENT

Topic: B. Home energy use

Objectives:

1. List kinds of energy used in the home and their relative costs.
2. Describe ways family members can conserve energy in the home.

Content	Student Learning Activities
The costs of energy used in the home vary depending upon the source and supply.	Make a bulletin board showing energy sources grouped under "fossil fuels," "solar power," and "others."
1. energy sources -human energy -electricity -fossil fuels gas oil coal -solar energy passive active -other geothermal nuclear wind wood	Analyze ways energy is used in the home (heating, cooling, cooking, running appliances). Determine which type of energy is used most. Give examples of ways human energy could be substituted for other kinds of energy. Discuss advantages and disadvantages of doing this. Write an article for the school paper on reasons young people should be even more interested than older people in saving energy for the future. Interview someone in your community who is using solar energy at home. Determine if the method used is passive or active solar power.
Each family member can contribute to saving energy in the home.	Have a contest to see who can list the most ways to conserve energy at home.
2. energy conservation -home design -improved insulation -equipment selection and use -energy efficient habits	+ FHA members invite a home economist from the local utility company to talk at an open meeting for students on ways young people can help save energy in the home.

Content	Student Learning Activities
	Look on various appliances to find the amount of electricity they use.
	Define the following terms: watt — British Thermal Unit (BTU) volt — calorie or therm ampere — kilowatt hour "R" value
	Telephone the utility company and learn the cost per kilowatt hour of electricity.
	Have each student draw the face of the electric meter at home and copy the reading. Do the same thing a week later. Convert the readings to kilowatt hours and compute the cost of the electricity used in the week.
	Make a "new day's resolutions" list of things you will do in your own home to cut down on energy expenditures.

Resources:

"The Energy Challenge." Gulf States Utilities. 25 min. color film. Grades 6-9. Story of man and energy from wood through coal, oil, and nuclear. Free loan.

"Now That the Dinosaurs Are Gone." Gulf States Utilities. 20 min. color film. Puts gas and oil shortage in perspective and describes future fuels of coal and uranium. Free loan. Grades 9-12.

"Energy Now and in the Future." Gulf States Utilities. Multimedia kit for 5-9th grade. Six filmstrips and cassette tapes, 12 activity sheets. Teacher's guide. Use with films, "Now That the Dinosaurs Are Gone" or "The Energy Challenge." Free loan.

"Energy: Choices...Options...Decisions." Gulf States Utilities. 15 min. color film. Grades 6-9. Examines how energy is used and why we need to look for other sources. Considered are solar, fission, fusion, coal, offshore drilling, trash, and geothermal. Free loan.

"Energy Sources--A New Beginning." Gulf States Utilities. Multimedia kit covers solar, wind, nuclear, coal, tar sands, oil shale and geothermal power. Filmstrips and cassette tapes with scripts. 6-9th grade level. Free loan.

Level Two

III. HOUSING MANAGEMENT

Topic: D. Maintaining the home.

Objective: Contrast the benefits of living in a well maintained home to living in one that is poorly kept.

Content	Student Learning Activities
Keeping up the home helps improve the quality of family life. 1. importance of home maintenance -reduce accidents -prevent disease -increase property value -improve appearance -improve functioning -preserve structure -prevent repairs -increase satisfaction	Make a slide collection showing housing that is poorly maintained and discuss ways these conditions could have been prevented. Ask a real estate agent to tell the class how a prospective buyer is influenced by how well a home has been maintained. Interview a homemaker to learn what home maintenance problems are attended to on a yearly, monthly, and weekly basis. If there is a home cleaning service in your area, call and ask the rates they charge for tasks they perform in the home. Compare their charges with the contributions family members can make for free. + FHA members make a project of helping an elderly person with home maintenance tasks for a semester (lawn care, painting, window washing, simple repairs, house cleaning). Invite a building safety inspector to tell the class how the safety of an apartment house, public building, or home is determined. Give reports on communicable diseases and how these are spread. Discuss ways a household could be managed to reduce the incidence of such illnesses.

Resources:

"Home Maintenance." Interpretive Education. This program explains how to do basic repairs around the home. Some of the repair jobs include: hanging plants and pictures, changing fuses or checking circuit breakers, repairing a leaky sink. Two filmstrips and cassettes.

Level Two

III. HOUSING MANAGEMENT

Topic E. Home responsibilities

Objectives:

1. Assume a fair share of home care responsibilities.
2. Demonstrate skills in interpersonal relationships with family members and neighbors, and in good citizenship.

Content	Student Learning Activities
Care of the home environment is easier when tasks are shared.	Make a list of things that need to be cleaned in the home and how often cleaning needs to be done.
1. sharing home care tasks -list routine chores interior exterior	List maintenance tasks needed around the outside of the house.
-schedule household tasks daily weekly monthly seasonally	Design a card file system for household tasks. Divide into categories of "daily," "weekly," "monthly," "seasonally," and "yearly."
-division of labor -cooperation	Work out a "fair share" work schedule with your family so that all members participate in home responsibilities.
	Devise a duty wheel for keeping the home economics department in good shape. Tasks can be written in pie-shaped sections of a small circle of paper. Students' names are written around the edge of a larger circle. Attach circles together at the centers so duties can be rotated among students by turning the inside circle.
	On the blackboard write three column headings: "his," "hers," and "either." Decide whose responsibility it is to perform the following home care tasks: carry out garbage, wash windows, vacuum, and mow grass. Discuss the validity of sex role stereotyping of household work.

Content	Student Learning Activities
	Prepare a skit about a mother who rebels from doing all the work around the house with no help from other family members.
	Read a booklet on the care of a cat, dog, or other household pet. Make a time and task schedule for routine care of the pet, indicating what family members have various responsibilities.
	Make a written time schedule for giving your bedroom a thorough cleaning. Follow the plan to see if it works. Rewrite it, describing what you actually did in the time scheduled and why changes were necessary.
	Keep a weekly time log. Total the number of hours spent on household tasks for which you are responsible and compare with time spent watching television. Discuss results in class.
Learning to live harmoniously with others can improve the quality of one's own life. 2. living with others -being a good family member sharing space sharing home responsibilities respecting privacy respecting rights of others -being a good neighbor noise and pollution control respecting private property maintaining the neighborhood -being a good citizen litter control respecting public property speaking out on housing issues	Make a list of the qualities you appreciate in a roommate with whom you must share space. When the list is completed, use it as a checklist and ask yourself if you demonstrate these same qualities. Survey people in a local neighborhood to learn why they do or do not like to live there. Summarize the results to see if there are some common deficiencies noted. Suggest ways of dealing with these. Discuss the rights and responsibilities of teenagers in relation to the larger community. Write up "A Teen's Bill of Rights" and invite a panel of adults to express their opinions about it.

Resources:

Foster, Josephine, Janice M. Hogan, Bettie Herring, and Audrey Griese-king-Williams. Creative Living. Maclean-Hunter. 1979. Chapter 6, Section 7, "Caring for Space" and Section 8, "Homes and Neighborhoods."

"Social Consequences at Home ." Interpretive Education. Learning to get along with family members. Situations that arise within typical family settings, and dealing successfully with home conflicts. Filmstrip and cassette, 20 workbooks, instructor's guide, consequence cards.

"Carelessness and Vandalism." (Being a Good School Citizen) Learning Tree Filmstrips. 1982. Using the school environment as a backdrop, the film examines carelessness and vandalism to teach the concept of personal responsibility. Filmstrip and cassette.

Level Two

IV. HOME PLANNING

Topic: A. Use of Space

Objectives:
1. Describe how space in homes is allocated according to function.
2. Show ways that the use of a particular space could be improved.

Content	Student Learning Activities
The way space is used in the home depends on activities of people who live there.	Name activities that occur in the home. Group them into "private," "social," or "service" activities. In which rooms do each of these groups occur most often?
1. areas in the home -private bedroom bathroom -service kitchen utility rooms workshop -social living room dining room porch, patio, deck -storage closets pantry	Make a bulletin board with a floor plan on which various functional areas of the house are shaded in different colors. Do some areas serve dual purposes? Discuss characteristics desirable for quiet activities, for work activities, for social activities. Analyze your own space at home. Should some activities be done in other places? Is space appropriate for activities desired?
Analysis of the way a space is used may yield better ways of utilizing it.	Make a notebook of clippings of ideas for making home space more functional (partitions, furniture arrangements, improved storage).
4. improving the use of space -reallocation of use -reorganizing existing space -providing new space	Take a photograph of the storage space where you now keep your clothes and personal belongings. Work out an improved system and put it into operation. Take another photograph and show class members the "before" and "after" results.

Content	Student Learning Activities
	Discuss with family members any ideas you may have for making better use of the space in your home.

Resources:

Exploring Living Environments. McKnight Publishing Co. Extension of decorating and design concepts to students' total environment. How to control and improve personal and physical environment. Multi-media program includes student text, teacher's edition in 3-ring binder, activity booklets, achievement tests, case studies, cassette, game, and six filmstrip/cassettes.

Foster, Josephine, Janice M. Hogan, Bettie M. Herring, and Audrey Griesking-Williams. Creative Living. Maclean-Hunter. 1979. Chapter 6, Section 2, "Home and Personal Space"; Section 3, "Sharing Space"; Section 4, "Reorganizing Personal Space"; and Section 6, "Accessories Can Make the Difference."

Lewis, Evelyn. Housing Decisions. Goodheart-Willcox. 1978. Chapter 1, pages 19-23. "Space, Territory, Distance, Privacy, Social Interaction, and Family Unity"; and pages 24-28, "Self-expression, Creativity, Beauty, Esteem, Prestige."

Sulahria, Julie, and Ruby Diamond. Inside Design. Harper and Row. 1977. Chapter 1. "The Space We Live In."

"Make Your Bedroom Closet Work for You." Louisiana Cooperative Extension Service. Free pamphlet.

"Build a Study Area." Louisiana Cooperative Extension Service. Free publication.

Level Two

IV. HOME PLANNING

Topic: B. Home decoration

Objective: Express creativity in design in one's personal environment.

Content	Student Learning Activities
One's surroundings may be made more pleasing through creative self-expression. 3. planning home decoration -taste beauty utility order excellence -creativity individuality expression	Look at a series of pictures of rooms and try to describe the people who live in them. Choose one of the rooms and tell how and why you would change it if it were yours. How do people express their individuality in their surroundings? Class members bring in hobbies or collections to show ways one can use one's interests to decorate the home. Ask a local craftsman to demonstrate to the class members how they can use their own skills to produce decorative objects for the home. FHA members design and make decorative accessories for a room such as the children's waiting room in a hospital, the school cafeteria, a community center, or the lobby of a nursing home. Look carefully at two similar examples of a handmade product and rate them on their beauty and workmanship. Discuss factors involved in deciding on the quality of the objects.

Content	Student Learning Activities
	Invite the school art teacher to give the class some pointers on developing "taste" in design, and how homes can reflect their occupants.
	Create a miniature room in a box. Consider the best way to use the space for the activities planned, and use creativity and taste in its decoration.

Resources:

"Creating Personal Space." Maclean Hunter. (Interior Design Series #4). Using basic decorating concepts to express individuality. Planning and budgeting to meet different lifestyles. Personal touches through crafts. Two filmstrips with cassettes, eight transparencies, six spirit masters, teacher's guide.

"Make Your Home Environment Attractive, Convenient, Comfortable." Louisiana Cooperative Extension Service. Sixty-page booklet. Advanced 4-H Club Home Environment Project. Workbook format on planning one's own room.

"The Braided Rug." Louisiana Cooperative Extension Service. Sixteen-page booklet with steps in braiding a rug.

Level Two

IV. HOME PLANNING

Topic: H. Home improvements

Objectives:
1. Demonstrate simple, low-cost home improvement ideas.
2. Show ways to renovate items that have been used previously and make them into useful household objects.

Content	Student Learning Activities
Home improvements may be possible without spending large sums of money. 1. improvement schemes -integral plan short-term goals long-term goals -budget-saving ideas	Identify a problem area in your near environment, such as lack of closet storage space, or no place to study. Describe the characteristics that you would like to change or develop. Browse through magazines and pamphlets for ideas on solving problems similar to yours. Clip and save the ideas, identifying the ones you like best. Choose one idea that seems most feasible to try out and discuss its possibilities with other people. Change or adapt the idea if necessary, to meet your particular needs or to fit your resources. Calculate the costs of time and money involved and decide whether or not the idea is worthwhile for the resources that must be invested. Plan and implement the change. Evaluate the results. Report your experiences to the class.

Content	Student Leaining Activities
Old items can be put to new use through imagination and creativity.	Talk with parents and grandparents about ways they gave new life to old household items in the past.
2. recycling used items -refinishing -reconstruction -removal	Demonstrate or exhibit renovated items useful in the home.
	Ask someone to demonstrate recycling items, such as braided rugs and pot holders from old hosiery, vases and drinking glasses from empty bottles, refinishing and recaning chairs, tables, or other furniture.
	+ FHA members make quilt blocks of material saved from discarded scraps at home or in home economics clothing classes or from used clothing. Invite parents to join members in a quilting bee. Auction off the finished product as a fund-raising project, or donate the quilt to someone who needs it.
	Collect used items and re-cycle them into useful objects for the home or school.

Resources:

"How to Sew" Series. Risdon Manufacturing Co. Beginning level instructions on making curtains, cushions, draperies, and slipcovers.

"Inexpensive Apartment Decorating." Interpretive Education. Unique ideas on how to dress up an ordinary apartment inexpensively. One filmstrip and one cassette.

Naar, Jon and Mary Ellen Moore. Your Space: How to Put It Together for Practically Nothing. Home Economics School Service. 1979. Inexpensive interior decoration that expresses personality. Unique interiors with re-cycled and homemade objects. One-hundred-thirty black-and-white photographs.

Roy, Doreen. Champagne Decorating on a Beer Budget. Home Economics School Service. Directed at people who have little money to spend on decorating. It gives directions for dealing with aging furniture, worn floors, and bare windows. 1977.

Resources:

"Crossword Puzzles: Housing." Homemaking Research Laboratories. Eighteen puzzles with clues in a "fill-in-the-blank" format. Reproducible. 48 pages.

Level Two

V. HOUSING TRENDS

Topic: E. Housing occupations

Objectives: 1. Describe several types of jobs found in the housing field.

2. List qualities a person would need for entering a particular job in the housing related occupations.

Content	Student Learning Activities
Before choosing an occupation one should learn as much about the work as possible.	List several jobs associated with housing construction. What other career areas are involved in helping people meet their housing needs?
1. jobs related to housing -career clusters construction contracting counselling decoration education finance maintenance manufacturing planning sales and service supervision -career ladders entry level positions technical or mid-level positions -job related factors working conditions pay and benefits advancement opportunities	Make a flip chart with a series of career clusters illustrated on the pages. From one of the career clusters choose a particular job. Discuss ways an inexperienced person might enter the field related to this job. From an entry level position in a job what chances for advancement would there be? What would be the highest level in this job? Invite a person from a housing related occupation to talk to the class about career ladders in his or her job and tell how advancements are made through experience, education, or skill. Make a bulletin board showing examples of career ladders in various housing occupations.

Content	Student Learning Activities
A person should choose an occupation only after consideration of personal qualifications.	Class members interview several people in a variety of housing related occupations to learn what they think a person should be capable of doing in order to enter their field. Report the interviews to class members.
2. preparation for housing occupations -competencies aptitudes skills training experience interest -employability health mobility personal traits responsibility -seeking jobs in housing sources of information personal contacts school placement offices library newspaper employment agency Dictionary of Occupations Occupational Outlook Handbook making application written application interview	Ask the school vocational counselor to talk to the class about training available to high school graduates in housing related occupations, where this is available, how much it costs, and how long it lasts. + FHA members sponsor a Housing Occupations Fair and invite representatives from the community to meet young people who have questions about entering jobs related to housing. People who might be invited are: construction contractors, department store managers, florists, landscapers, real estate personnel, and interior decorators.

Resources:

Allen, Phyllis. The Young Decorator. Brigham Young University. Chapter 9, "What Is an Interior Designer?"

"Careers in Housing and Home Environment." McGraw-Hill. Personal and educational requirements necessary for housing related careers--professor, building manager, Cooperative Extension specialist, magazine editor, home furnishings coordinator, interior decorator. Six color/sound filmstrips, guide, catalog card kit.

Lewis, Evelyn L. Housing Decisions. Goodheart-Willcox Co. 1978. Chapter 13, "Careers in Housing."

McFarland, Marilyn and Vera Ramsetter. Exploring Living Environments. McKnight Publishing Co. 1977. Concept 9, "Housing Is for People."

Resources (continued):

Schwartz, Sidney. Housing Careers. Prentice-Hall. 1977. Information on educational requirements and working conditions. Paperback.

Sulahria, Julie, and Ruby Diamond. Inside Design. Harper and Row. 1977. Page 303, "Interior Design Careers."

Schneider, Rita Marie. Interior Design Careers. Prentice-Hall. 1977. Specializations of interior design and decoration careers. Paperback, 122 pages.

"Let's Build a House." (Exploring Careers). Educational Design, Inc. Spirit Master book and Teacher's manual. Careers in the construction industry and decisions concerning living accommodations.

HOUSING

LEVEL THREE

Home Economics II

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LEVEL THREE

Housing - Home Economics II

(Grades 10 - 11)

Young people in the tenth and eleventh years of secondary school should be capable of taking increasing amounts of responsibility for the housing situations of their families and communities and should be introduced to concepts that will help them know what is involved in providing satisfactory environments for human development.

Concepts chosen for inclusion at Level Three build upon those studied at Levels One and Two. Students at Level Three, who probably are in their second Vocational Home Economics class, are assumed to have had some background in the study of housing.

If some housing concepts at Level Three are not taught as a separate unit, they may be integrated into other units of study in home economics.

Major Objectives:

At the end of this unit, students should be able to:

1) list factors involved in formulating a family housing budget.

2) take on added responsibilities of managing a household.

3) plan improved uses of home space, and give ideas for home decoration.

4) provide sources of information and protection for the housing consumer.

Level Three

Housing - Home Economics II

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Level Three

I. HOUSING CHOICES

Topic: A. Human needs for shelter

Objectives: 1. Explain why shelter is crucial for human survival.

2. Tell how housing helps meet secondary needs of people.

Content	Student Learning Activities
Shelter is a basic need of humans for survival. 1. basic needs -shelter -protection -rest -nourishment	Discuss outcomes of cases where humans have been exposed to the elements. Consider climatic conditions in your area that make shelter imperative. List basic human needs and tell how housing helps people satisfy these. Compare various ways people in other parts of the world have met their basic needs through the design of their housing.
Humans have secondary needs which may not be essential for physical survival but are important for optimum development. 2. secondary needs -belongingness -acceptance -respect -pride -self-actualization	List needs people have that are important even though they may not be required for physical survival. Consider how people construct their homes to help meet these needs. Make a flip chart using magazine pictures to illustrate how homes meet basic and secondary needs of people. Give examples of ways people express pride and individuality in their homes. Write a paper telling how your family's home is distinct from those of your friends and neighbors.

Resources:

"Homes and Lifestyles: The Choice is Yours, Part I." Guidance Associates. Five-part filmstrip series. Titles are: The Home, The Family Group, Making Decisions, Your First Home, and Patterns in Daily Living.

Foster, Josephine; Janice M. Hogan; Bettie Herring; and Audrey Griese-king-Wilcox. Creative Living. Maclean-Hunter. 1979. Chapter 6, Section 2, "Home and Personal Space."

Lewis, Evelyn. Housing Decisions. Goodheart-Willcox. 1978. Chapter 1, "Housing for Satisfaction," Chapter 4, "A Place To Live."

Level Three

I. HOUSING CHOICES

Topic: B. The environment

Objectives:
1. Define scope of environment.
2. Describe types of environment within which people function.
3. Relate effects people and their environment may have on each other.

Content	Student Learning Activities
A person can change, and is changed by both near and expanded environments. 1. scope -the near environment -the expanded environment	Have each student diagram a person's environment in the form of concentric circles. Let the inner circle represent the part of the environment within which the individual functions directly, and each circle outward represent parts of the larger environment. Compare students' ideas with one another. Analyze the human environment in terms of the effects of changes upon an individual at various levels. In what ways can a person have an impact on the environment?
People operate within several types of environments at one time. 2. types -natural -constructed -behavioral	Analyze a dwelling in terms of the types of environment it exemplifies. Describe the characteristics desired in the three types of environments for specific functions (a party, study, a meeting, a family holdiay celebration). Talk with an architect about the considerations to make so a home is designed for the particular family that is expected to use it.

Content	Student Learning Activities
People and their environments may produce positive or negative effects upon one another. 3. interaction with people -positive results comfort health safety security -negative results depletion of resources pollution illness injury fear	Write a description of how you feel in your favorite place and tell what things about the place make you feel this way. Give examples of ways people have improved upon the natural environment or have protected it (made parks, stopped erosion, landscaped). How have these accomplishments benefitted people? List ways a well-maintained environment promotes the health and safety of the people within it. Describe ways people pollute their near and expanded environments. Discuss effects of these on human well-being. Tour the school grounds and point out examples of human abuse of the environment. Discuss some preventive strategies. + FHA members invite a representative from the Environmental Protection Agency to tell them about regulations to control environmental abuse and means open to citizens who are interested in improving the environment.

Resources:

"Everyday Ways To Cut Down Pollution." Changing Times Education Service. Practical suggestions for contributing to a cleaner environment. Mini-unit has 40 copies of reading material, transparency and spiritmaster, and teaching guide.

"Human Environments--Do They Influence People?" (Forum, Fall/Winter, 1974) J. C. Penney. This issue focuses on the influence of human environments on the behavior of people, and explores how environments can be made more meaningful.

Resources (continued):

"Housing: Decision Making." Home Economics School Service. 1980. Ten color transparencies, 16 spirit duplicating masters. Considerations for choosing housing for young lifestyles and income levels. Kinds of housing, maintenance, neighborhoods.

Level Three

I. HOUSING CHOICES

Topic: D. Housing alternatives

Objectives:
1. Give examples of permanent and temporary single family dwellings.
2. Describe a variety of multiple dwellings.
3. Tell how the structure in which people live influences their living arrangements.

Content	Student Learning Activities
Many variations are available of single family, unattached homes.	Categorize the type of structure in which you live. Is it typical of the homes in your neighborhood?
1. single family dwellings -permanent conventional houses manufactured homes -temporary vacation homes motor homes	Visit a manufactured or mobile home. Decide if it should be classified as a permanent or temporary housing and give reasons for the decision. Compare advantages and disadvantages of living in a manufactured home.
	Make a list of things to do in a temporary home before it is closed for an extended period of time to preserve it and make it ready to use the next time it is occupied.
	Cite some examples of cases in which families might want or need temporary housing (vacation, employment situation, emergency).
	Compare features of temporary housing with those of more permanent housing (size, conveniences, quality of construction).
Residence in multiple dwellings may be desirable in certain circumstances.	List examples of multiple dwellings found in your community.
2. multiple dwellings -attached townhouses row-houses	Use newspapers from metropolitan areas and rural areas to compare housing available. Discuss reasons why multiple dwellings may be more

Content	Student Learning Activities
duplexes, triplexes, fourplexes apartment complexes -group living dormitories communal homes nursing homes tandem houses shared apartments	common in some areas than in others. Define the terms: Duplex, triplex, fourplex, communal home, tandem housing. Survey new construction in your area to learn if more single or more multiple dwellings are being built. Recall experiences with group living arrangements and describe food preparation, laundry, maintenance, and other service facilities. Invite a college student living in a dorm to tell class members about this style of life, its advantages and disadvantages. Analyze reasons people might have for choosing to live in a single family dwelling or for choosing a multiple housing situation.
The structure in which a person lives helps determine the way in which he or she lives. 3. influence of structure -safety -privacy -sharing -self-esteem	Tell how features in the structure of a house could help make the people who live in it and their possessions safer and more secure (walls, barred windows, window height). List safety features that might be installed in housing (smoke alarms, stair railing, breaker switches). Analyze a particular home to point out the areas of the structure that facilitate privacy, and those that are built for sharing.

Content	Student Learning Activities
	Interview people who live in a variety of housing types to learn what aspects of their housing they would like to change, and why.
	Using one room or a house, show various ways it could be changed to meet the needs of several types of inhabitants. Show how more or less privacy could be obtained, and how different arrangements could be made within the basic structure.

Resources:

Duly, Colin. The Houses of Mankind. Home Economics School Service. 1979. Types of housing used by cultures around the world and the factors which influence house construction are described.

"Housing Alternatives." Maclean-Hunter. Types of homes available including apartments, townhouses, mobile homes, detached houses, and geodesic domes. Structure and financing of alternatives. Multimedia kit has filmstrip with cassette, eight activity sheets, wall chart, and teacher's guide.

Newmark, Norma and Patricia Thompson. Self, Space, and Shelter. Harper and Row. 1977. Chapter 9, "Housing Options: Types of Housing and Types of Tenure."

Level Three

II. ECONOMICS OF HOUSING

Topic: A. Housing and the economy

Objective: List items to include when determining the total housing budget.

Content	Student Learning Activities
The cost of providing housing for a family includes both direct and indirect expenses 2. the housing budget -proportion of income for housing -primary costs house payment and interest rent -related costs of housing utilities taxes upkeep insurance furnishings and equipment costs of commuting services	To estimate the amount a typical family could spend on their housing needs, traditionally their income is divided by 4. Recently, some families have spent 1/3 or more of their income on housing. Which figure is more realistic? Why? Interview homemakers or family members and ask what must be considered as housing costs in addition to rent or mortgage payments. Class members divide into several hypothetical "families" (a farm family with four children, a single-parent family, a young couple). Each family should make a budget and estimate costs that should be included as housing expense. Look in the local newspaper and learn costs of apartment and house rent, the prices of buying, and the availability of housing. Decide how much income a person must have in order to afford such housing. Make a list of furnishings and equipment needed to start living in an unfurnished dwelling. Using a department store catalog, sum up the total costs of making the home liveable.

Content	Student Learning Activities
	Choose a typical commuting distance for workers in your community, add up the total miles traveled in a month. and multiply by the current mileage rate given to state employees who use their cars on business. What would be the total monthly cost of commuting to work?
	List the costs of housing that occur once a year (taxes, insurance, major repairs) and determine how much should be saved each month to meet these needs. Should this be placed in a special account? Discuss reasons.
	Determine total costs of utilities each month (electric, gas, telephone, water bills). Add monthly rates which may apply for special expenses, such as garbage collection or pest control.
	List all items that must be included as part of the cost of housing; then re-examine these and make suggestions for ways each could be reduced in cost.

Resources:

Lewis, Evelyn. Housing Decisions. Goodheart-Willcox. Chapter 4, "A Place To Live."

Newmark, Norma and Patricia Thompson. Self, Space and Shelter. Harper and Row. 1977. Chapter 10, "Investing in Shelter."

"Your Housing Dollar." Household Finance Corporation. Forty-page booklet helps determine housing needs and analyze housing costs, whether renting, buying, or building.

"Payday." Home Economics School Service. 1975. A Board game for 2-4 players who move through a month receiving bills, meeting payments, and collecting salaries. Flexible time. Grade level: 4-12.

Level Three

III. HOUSING MANAGEMENT

Topic: B. Home energy use

Objectives: 1. List sources of energy for use in home.

2. Describe conservation practices for energy used in the home.

Content	Student Learning Activities
A variety of sources supply energy used in the home. 1. energy sources -human energy -electricity -fossil fuels gas oil coal -solar energy passive active -other geothermal nuclear wind wood	Make a poster showing the comparative costs of the kinds of energy used in the home. Interview a grandparent or other older person and learn what tasks they did in the home using human energy rather than other types of energy. Read and discuss methods that people are using to make their homes more self-sufficient or to accomplish work using alternative or less expensive sources of energy. Investigate and report on energy sources we may be using more in the future to heat and cool our homes and to do work.
Energy can be saved in the home through the use of conservation techniques. 2. energy conservation -home design -improved insulation -equipment selection and use -energy efficient habits -calculating energy savings	On the chalkboard list appliances and equipment in the home that use energy. In a column to the right list ways human energy could be used to conserve other kinds of energy. Discuss the real savings in terms of time and effort that these substitutes would mean. Consider ways families could adapt more energy-saving methods in their homes.

Content	Student Learning Activities
	Ask a person from a utility company to explain the meaning of "R value" and how home insulation can save energy.
	Analyze your own home in terms of insulation value it has, how much is needed in your area, and how this can be improved if necessary.
	+ FHA members hold an "Energy Saving Fair" at school with members demonstrating techniques of conserving heat and cool air in the home. (Putting plastic film on windows, caulking leaks, adding weatherstripping around doors, using insulated linings in draperies, laying attic insulation).
	Borrow from a utility company or construct a display of insulation material used in homes and compare their efficiency, cost, and installation considerations.
	Make a bulletin board to show ways to re-cycle household items for multiple uses or make models of such items for the school display case.

Resources:

"Save Energy: Save Money." Office of Economic Opportunity. 1975. Easy to understand information on sources of energy and how to conserve it in the home. Pamphlet.

"Tips for Energy Savers: In and Around the Home, on the Road, in the Marketplace." Federal Energy Administration. Pamphlet.

"The Energy Crisis at Home." Maclean-Hunter. The elements and importance of an energy efficient home are discussed.

Level Three

III. HOUSING MANAGEMENT

Topic: C. Home safety

Objectives: 1. List measures for preventing home accidents.

2. Describe ways to be prepared for emergencies in the home.

Content	Student Learning Activities
Home accidents can be prevented. 1. accident prevention -causes of home accidents -safe use of home equipment -safety precautions	Read and report on the most common causes of home accidents and what parts of the home are the most dangerous. Write a safety checklist that can be used around the house for accident prevention. Try it out in the home economics classroom. Make a bulletin board entitled "Read the Label *First*" pointing out the warnings given to users of home products. Design a series of "Safe Use" cards to post around the home economics department giving steps to follow to use the equipment and appliances safely (garbage disposal, mixer, stove, clothes dryer). Make a bulletin board showing the safe use and storage of dangerous substances used in the home.
Being prepared for home emergencies can save lives and reduce injuries. 2. preparedness -emergency instructions -first-aid supplies -stockpiling for disasters	Prepare a first-aid kit for the home economics department which can be used in case of accidents. Check with the school nurse for suggestions and directions for use. Write up a chart with directions for using antidotes for poisons. Have each student take a copy home and post it for easy reference.

Content	Student Learning Activities
	Discuss kinds of disasters that have occurred in your part of the state in the past (floods, high winds, tornadoes, hurricanes). Make a list of basic supplies families could keep on hand in their homes in case of such emergencies in the future. Include shelf-life of the items on the list and make a replacement schedule.
	Invite the local television weatherman to talk with class members about preparing the home for impending weather crises.

Resources:

"Recognizing and Dealing with Emergencies." Interpretive Education. Home school and community emergencies, assistance agencies, and personal preparedness. Two filmstrips with cassettes. Instructor's guide.

"Safety in the Home." Interpretive Education. Practical hints for making homes hazard free. Care and use of electrical outlets and appliances. Filmstrip and cassette, instructor's guide.

"Home, Safe Home for Your Explorer." Soap and Detergent Association. Colorful folder on making the home safe for children.

"Electrical Safety." Centron Films. Simple, easy-to-follow presentation on avoiding electrical dangers. Twelve and one-half-minute film.

Level Three

III. HOUSING MANAGEMENT

Topic: D. Maintaining the home

Objectives:
1. Give reasons for maintaining a clean home in good repair.
2. Demonstrate methods for maintaining the exterior of a house and its grounds.
3. Demonstrate techniques for keeping the interior of a home clean, sanitary, and in good repair.

Content	Student Learning Activities
Keeping a home clean and in good repair improves the value of the property and the quality of the lives of people who live there.	Discuss relationships between clean, safe surroundings and human well-being, both physical and mental.
1. importance of home maintenance -reduce accidents -prevent disease -increase property value -improve appearance -improve functioning -preserve structure -prevent repairs -increase satisfaction	Invite a panel of homeowners to discuss ways they extend the life of their property through preventive maintenance. Price services available in your community for carpentry, insect control, painting, and yardwork. Estimate the cost per year of these services if a person were to hire someone to do them. Discuss ways family members could provide some of these services.
Simple, routine maintenance tasks can improve the appearance and functioning of the exterior of a house.	Visit a hardware store to observe and price items available for home repair and maintenance. Make a list of the basic tools a home
2. exterior maintenance -preventive care inspection painting cleaning -minor repairs -major repairs	See demonstrations of minor home repairs (replacing window panes, repainting, caulking, and insect prevention) and practice some of these tasks at home under adult supervision.

Content	Student Learning Activities
-landscaping for energy conservation as hobby aesthetic appeal	Small groups of students take maintenance problems as projects. Analyze the problem, propose solutions, practice and research alternatives, and solve the problem. Evaluate results and make recommendations to the class.
	Using the home economics department as a laboratory, seek out maintenance problems that need solutions (dripping faucet, insect pests, chipped paint). If feasible, work on solving these problems in class.
	Visit a plant nursery and learn what plants are suitable to grow in your area, how to get started on a landscaping project, and how to keep up home landscaping.
	+ FHA chapter members put on a Home Care Day for students and parents. Set up display areas of home maintenance products with the cooperation of local business establishments, demonstrate repair techniques, and invite other resource people to participate.
Simple tasks, performed regularly, can help maintain the interior of a home in a state of cleanliness and good repair.	Small groups of students list tasks needed to maintain various parts of the home in a healthful and sanitary state, and tools needed to do it.
3. interior maintenance -sanitation trash and garbage control pest control mildew food storage caring for pets -home cleaning materials and finishes cleaning tools cleaning agents cleaning methods	Visit a grocery store or department store and observe items for home sanitation and cleaning. Compare prices of products designed to accomplish similar tasks.
	Display basic tools and cleaning agents that are available for home cleaning.

Content	Student Learning Activities
-simple repairs plumbing electrical structural	Demonstrate ways to clean such surfaces as glass, wood, plastics, and textiles. Compare costs and results of using commercial products with homemade products.
	Write up a chart which can be distributed to class members showing ways to remove common stains. Encourage them to post this at home in a place where it will be useful as a reference.
	Experiment with a variety of cleaning agents, tools, and methods to determine which accomplishes the best results. Control the experiments so they are fair comparisons.
	Write short essays on ways to make household cleaning tasks easier by using preventive measures. Entitle the compositions, "Don't Make Work."
	Give reports on common household pests (fleas, mosquitoes, ticks, termites, flies, mice). Include information about their life cycles, reproduction, prevention, and eradication.
	Ask a local veterinarian or Cooperative Extension Agent to talk to the class about living safely with pets, including sanitary measures for the prevention of disease.
	Visit the parish Cooperative Extension office to collect bulletins of information about home care tasks for a classroom reference file.
	Listen to several commercials for household products on television or radio and check advertisements in newspapers and magazines. Determine how much of the information

Content	Student Learning Activities
	presented is factual and useful and what is propaganda.
	Compare information given in a bulletin published by Cooperative Extension with that about a household item distributed by a commercial organization. Determine which is more helpful.
	Have a "label quiz" in class. Ask questions that can be answered by reading information and directions found on cleaning products or in pamphlets.
	+ FHA members prepare a series of radio scripts for one-minute presentations on tips for home care. Ask the local radio or television station to use these during their public service announcement time.
	Make a bulletin board of labels from home care products. Group together those designed for similar purposes.

Resources:

Garrett, Pauline. Consumer Housing. Bennett Publishing Company. 1972. Chapter 9, "Maintenance-A Continuous Project"; Chapter 10, "Planning for the Outside."

"Home Maintenance." Interpretive Education. Basic repairs around apartment or house: hanging plants and pictures, plastering, changing fuses or checking circuit breakers, cleaning and changing furnace filter, and repairing leaky sink. Two filmstrips with cassettes, instructor's guide.

Weiss, William. Home Maintenance. Bennett Publishing Company. How-to text for common household repairs. Topics include tools and their care, redecorating with paint and wall coverings, and simple household repairs. Five related filmstrips and cassettes available.

"Games on Carpet and Upholstery Care." Bissell Consumer Service Institute. Free.

Level Three

III. HOUSING MANAGEMENT

Topic E. Home responsibilities

Objectives: 1. Devise a plan for sharing the responsibilities involved in maintaining a household.

2. Give examples of ways to share living space harmoniously with other people.

Content	Student Learning Activities
Care of the home environment is easier when family members share the responsibilities.	Make a pie graph to illustrate portions of responsibilities assumed by family members in household maintenance as they occur in a typical family. Discuss the situation, considering the total contributions of each family member and the demands made by each upon the group as a whole.
1. sharing home care tasks -list routine chores interior exterior -schedule household tasks daily weekly monthly seasonally -division of labor -cooperation	Interview the person in the family who carries the major responsibility for household maintenance and learn how these tasks might be shared more equitably. Work out a rotating duty chart for family members to help distribute household tasks. Try it out for a week and report the results. Revise if necessary. Survey home economics students to learn what management task in the department presents the greatest problem (book storage, control of supplies, clean-up). As a group, work out a feasible solution and experiment with it.

Content

As a person matures, he or she assumes additional responsibilities for sharing the environment with other people .

2. living with others
   - being a good family member
     - sharing space
     - sharing home responsibilities
     - respecting privacy
     - respecting rights of others
   - being a good neighbor
     - noise and pollution control
     - respecting private property
     - maintaining the neighborhood
   - being a good citizen
     - litter control
     - respecting public property
     - speaking out on housing issues

Student Learning Activities

Interview a local law enforcement officer and learn what kinds of problems teenagers have in your community in learning to be good citizens. Discuss ways young people themselves might take the initiative in helping solve these problems.

Ask a local councilman to talk to the class about housing regulations that concern them and their families. Learn how these laws are made, and how laws can be changed when necessary.

+ FHA members meet with school administrators and discuss problems related to the school environment. Plan and implement strategies to solve these problems. Meet again to evaluate progress.

Hold a class meeting to talk about ways to improve the management of resources fairly.

Resources:

"What To Use To Clean Your House." U.S. Department of Agriculture. 1966. Leaflet giving lists of materials needed in house cleaning. Low level reading.

"A Clean House Is Important." U.S. Department of Agriculture. 1966. Leaflet giving reasons for cleaning house. Low level reading.

Level Three

IV. HOME PLANNING

Topic A. Use of space

Objective: Show efficient ways to use space in the home to serve desired functions.

Content	Student Learning Activities
The activities carried out and the storage needed determine how space in a home is used. 4. improving the use of home space -reallocation of use -reorganizing existing space -providing new space	Talk with members of the family to learn what activites in the home they think need more space or improvements in use of available space. Name examples of the use of one space for two or more functions. (For example: the dining room table may be used for study or for folding clean clothes, as well as for eating.) Describe ways in which under-used space in the home may be made to serve additional functions. Jot down ideas for space needed for a favorite activity such as sewing or a craft. Decide if there are areas available in the home that could be converted into space for this activity. How could the space be changed to provide adequate room for action as well as storage of supplies? + FHA members reorganize the space in which their files, records, and initiation supplies are stored. List areas of the home that are used for storage. Decide whether or not each household activity has adequate storage space for the tools and supplies required.

Content	Student Learning Activities
	Analyze a storage area, such as a closet or cabinet. Determine whether or not space is wasted. Work out ideas to use the space more efficiently, such as stacking items, or adding or moving a shelf. Take "before" and "after" photographs for a bulletin board. Look in home magazines to find ideas for constructing storage space in the home and make a scrapbook. Look in a catalog for storage devices. Devise ways to use the ideas without purchasing special equipment. Take a storage space in the home economics department or in your home as a project. Decide whether or not the items in it should be there or not, if they could be grouped for more efficient use, or could be exchanged for other items in that space. Discard unused items and improve storage of the remaining items. List things in the home that are used every day, every few weeks, seasonally, and rarely. Decide if the things used most often should be stored in more convenient locations.

Resources:

Lewis, Evelyn. Housing Decision. Goodheart-Willcox Co. 1978. Chapter 6, "The Question of Space"; Chapter 7, "Design in the Home."

Sulahria, Julie and Ruby Diamond. Inside Design. Harper and Row. 1977. Chapter 1, "The Space We Live In"; Chapter 4, "Functional Space Design."

Level Three

IV. HOME PLANNING

Topic: B. Home decoration

Objectives:
1. List the elements and principles involved in design for the home.
2. Point out examples of different styles of home decoration.
3. Express taste and creativity in plans for decorating one's personal surroundings.

Content

Elements in design may be used according to certain principles to obtain pleasing decor for the home.

1. design in the home
    - elements
        - color
        - form
        - line
        - texture
    - principles
        - proportion
        - balance
        - rhythm
        - emphasis
        - harmony
    - types
        - structural
        - decorative

Student Learning Activities

Using water colors or tempera, illustrate a color wheel showing primary, secondary, and tertiary colors.

Look around the classroom and find colors not on the color wheel, or neutral colors, and name them.

Among the clothing worn by students point out examples of variations in intensity and value of different colors.

On the chalkboard list the names of colors, then under each write the names used by decorators or clothiers to describe variations of intensity and value of the basic colors. (For example, Blue: navy, robin's egg, turquoise, sky. Red: scarlet, brick, cerise, magenta)

Diagram basic forms, then find examples of structures and furnishings in the classroom or in magazines that illustrate variations of these.

Compare two pieces of furniture, such as two chairs of different styles, and decide which illustrates greater mass and dimension.

Content	Student Learning Activities
	Find examples of line and pattern in fabric swatches. Group together those that illustrate vertical, horizontal, diagonal,and curved directions and use them for a bulletin board display.
	Think of emotions such as serenity, excitement, and anger, and choose lines that illustrate these. Do the same with color.
	Collect items with a variety of textures. Play a game in which each person reaches into a container blindly and tries to describe the texture of objects felt inside. Write down the descriptive terms used by students to describe what they feel.
	Describe how various textures, lines, and colors bring out different feelings in people. Have class members tell how they feel when viewing variations in elements of design. A field trip to a furniture showroom would provide students with this opportunity.
	Use overlapping transparencies on an overhead projector to show how colors on a color wheel can be combined in a variety of pleasing schemes.
	Make a poster for different color schemes showing how color combinations are carried out in room decoration (monochromatic, analogous, complimentary, split complimentary, triadic).
	Illustrate the relationship of the amount of surface for a color and the intensity of that color, making the smaller areas of a design of higher intensity colors.

Content	Student Learning Activities
	Choose a favorite printed material and name the color scheme used in its design. Using the colors in the print, show how a whole room could be decorated with the scheme.
	Show how furniture in a room can be used in formally and informally balanced arrangements.
	How can a design element--color, for example--be used to harmonize the decoration of a room? Find examples to illustrate.
	Show examples of structural and decorative designs in home furnishings.
	Glance at a picture of a room and tell what feature stands out or is emphasized most. How is the emphasis made? (color, size, texture)
	Analyze the living area of the home economics department and decide if changes are needed to make it more attractive. Analyze the changes in terms of design principles.
Styles in home decoration are distinguished by certain features. 2. style -period -traditional -contemporary -eclectic	From magazines or catalogs cut out pictures of furniture, draperies, wall coverings, and other home furnishings that could be categorized as period, traditional, or contemporary.
	Write a description of the elements in each category that cause it to be labeled as one style or another. Tell whether each style is primarily decorative, structural, or a combination of types.

Content	Student Learning Activities
	Visit homes in your community whose owners have decorated them in period, traditional, or contemporary styles. Students compare reactions.
	Discuss the advantages of each type of style. Consider such factors as cost of initial investment, flexibility, ease of maintenance, durability, and personal taste.
	Define the term "eclectic" and tell how it applies to styles in home decoration.
	If a person "inherits" household furnishings of different styles, what are some ways to use them together harmoniously?
The near environment of a person can express that person's creativity and taste. 3. planning home decoration -taste beauty utility order excellence -creativity individuality expression	Make a field trip to an interior design studio, to a furniture store, or to the furnishings department of a general store. Talk with the person who sets up the displays to learn how furnishings are combined creatively and tastefully.
	Display ways people have expressed their own individuality in their environment.
	Design a pillow, wall-hanging, picture, vase, or other object for your home.
	At home make a poster collage illustrating your tastes and interests using pictures and real objects. Collect these from each student anonymously and put them on the bulletin board. Determine which collage belongs to which student by studying the personal information shared on the collages.

Content	Student Learning Activities
	Share ideas for designs, hobbies, and collections with class members. Suggest ways these can be incorporated into the decoration of one's home.

Resources:

"Color in Display." Home Economics School Service. 1980. Sixteen color transparencies, 20 spirit masters. Use of color techniques in retail displays. Color wheels, tints and shades, terminology, combinations, warm and cool colors, background.

"Design: A Simulation of Designing and Furnishing a Home." Home Economics School Service. 1974. Packet of 35 copies of 16-page student guide which includes drafting paper for complete home design. Students plan for imagined futures, learn variety of homes available; construct family identity, including size and income, match income to family needs; draw house plans; then furnish house. Teacher's guide contains objectives, sequence of activities, and duplication forms. Grade level 5-8, or slower students in 9-12. Fifteen class periods needed.

"Living Color." Maclean-Hunter. How the eye perceives color, how colors affect mood, and how they can be used in a variety of living spaces. Terms like hue, value, intensity, shade and tint are clarified, and basic color schemes explained. Multimedia kit has filmstrip and cassette, eight activity sheets, wall chart, and teacher's guide.

"Making Your Home Environment Attractive, Convenient, and Comfortable." Louisiana Cooperative Extension Service. 1978. Concepts include furniture arrangement, color schemes, choosing and making accessories, and planning lighting. Free. Gr. 7-12.

Schreiber, Joanne. Sewing to Decorate Your Home. Home Economics School Service. 1979. Buying fabrics, choosing colors, using space, refinishing old chairs, making new bedspreads and draperies. 121 pages. Paperback.

"Sewing for the Home." Coats and Clark. Instructions and patterns for 11 home decoration projects.

Resources (cont'd):

Sherwood, Ruth. *Homes, Today and Tomorrow*. Bennett Publishing Company. 1976. Chapter 9, "Elements of Design"; Chapter 10, "Principles of Design"; Chapter 11, "What Influences Design?"

Reid, William Jr. *Introduction to Design*. Home Economics School Service. 1972. Introductory course in design. Basic principles of symmetry, asymmetry, variety, rhythm, movement, unity, lines, shapes, texture, color, dimension, and imagination. Open-ended activities. Illustrated.

Level Three

IV. HOME PLANNING

Topic: D. Buying household goods

Objectives:
1. List sources of consumer information available on household furnishings.
2. Describe ways a consumer is protected from unsatisfactory purchases for the home.

Content	Student Learning Activities
Obtaining information about home furnishings can help a consumer make wiser purchases. 2. sources of information -labels -advertisements -consumer magazines and agencies -instruction booklets -Cooperative Extension publications -books, magazines	Talk with a family who recently purchased home furnishings. Ask where they got information about the items before they decided to purchase and their satisfaction with these sources. Have each student in class choose particular products or appliances used in the home and make a scrapbook of consumer information about these items (lamps, refrigerators, beds). Report findings to the class. + FHA members invite a Cooperative Extension home economist to talk about making wise purchases of home furnishings. Class members give examples of unwise choices in household furnishings. Discuss ways these could have been avoided.
Consumers are protected by a variety of agencies, laws, and organizations. 3. consumer protection -agencies Federal Trade Commission Bureau of Standards Better Business Bureau Major Appliance Consumer Action Panel Consumer Protection Center	Read and report on agencies that are involved in consumer protection. Describe the functions each performs. Talk with a representative from the local Better Business Bureau about the kinds of information they have available and how this protects both consumer and businesses.

Content	Student Learning Activities
Governor's Office on Consumer Protection -making complaints	Practice writing a letter to a consumer protection agency describing an unsatisfactory purchase. Read it to other class members to critique. Discuss actions that the agency could take based on the information presented.
	Role play a customer returning an unsatisfactory purchase for the home to a store representative. Explore right and wrong tactics to use.

Resources:

"Everything You Should Know Before You Buy Another Piece of Furniture." Southern Furniture Manufacturers Association. Thirty-two page booklet on furniture styles, decorating tips, and manufacturing techniques. Glossary of furniture terms.

Level Three

V. HOUSING TRENDS

Topic: E. **Housing occupations**

Objective: List several trends that seem to be in effect related to housing occupations.

Content	Student Learning Activities
Current trends in housing will have effects on related occupations 3. trends in housing occupations -growth of service industries -reduced sex stereotyping -women entering the labor force -application of new technology	Collect clippings from newspapers and current magazines that indicate trends in the housing industry. Discuss implications of these for people in related jobs. Look at demographic projections for the next generation (median age, birth rates, immigration) and discuss ways population trends could have effects on housing in the future. Americans are described as "mobile" people. What does this mean, and how might it affect the housing industry? Interview several older adults and learn what they think some social trends have been in the past generation and the effects these have had on the way people live now. Write a short paper describing your predictions of "Housing Occupations in the Future."

Resources:

"Housing and Interior Design." Prentice-Hall. From Crossroads: Home Economics and the Working World series of career programs. Multi-media program includes three filmstrips and cassettes, teacher's guide, and one book of spirit duplicator masters for student career activities.

Resources (continued):

Creasy, Donna Newberry. Housing Careers. Prentice-Hall. Educational requirements, advancement possibilities, working conditions, and income potential. Paperback.

HOUSING

LEVEL FOUR

Home Economics III or Semester Course

LEVEL FOUR

Housing - Home Economics III or Semester Course
(Grades 11-12)

Students electing to study housing are assumed to have the interest necessary to sustain activities more complicated than those planned for the previous levels. They should have the maturity to see the immediate value of housing concepts as they begin thinking about their lives after high school graduation.

A comprehensive course of study in housing at the senior high school level provides time for students to study the subject in some depth. Students in Home Economics III may have been introduced to housing concepts in Home Economics I and Home Economics II, but those enrolled in a semester course may not have had these experiences. Differences in backgrounds of students should be taken into account by the teacher when planning the course.

Major Objectives:

At the end of the semester students should be able to:

1) list a variety of choices that people must make to meet their needs for shelter.

2) describe the processes involved in acquiring housing.

3) exhibit practices that lead to satisfactory management of housing.

4) choose furnishings and interior decorations to fit individual needs.

5) project trends in housing related to society and the future.

LEVEL FOUR

Housing - Home Economics III, or Semester Course

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Level Four

I. HOUSING CHOICES

Topic: A. Human needs for shelter

Objectives: 1. Describe how housing meets basic human needs.

2. List human needs, other than survival, that are met by housing.

Content	Student Learning Activities
Housing helps people fill basic human needs 1. basic needs -shelter -protection -rest -nourishment	Consider each level of Maslow's hierarchy of human needs. (Maslow, A. H. Motivation and Personality. New York. Harpers. 1954) 1. physical needs (food, water, shelter, rest) 2. safety (security, protection, stability) 3. love or belongingness (affection, support, feeling wanted) 4. esteem (respect, recognition, self-confidence, usefulness) 5. self-actualization (self-fulfillment, individuality, expression). At each level state how housing can help fill these needs.
Other, less crucial, human needs can be met through housing. 2. secondary needs -belongingness -acceptance -respect -pride -self-expression -privacy	Compare modern housing with primitive housing. Contrast construction methods and furnishings, then find similarities in the ways they meet human needs. What do the homes of most people in the world have in common? Analyze a home and decide what aspects are designed for survival and what aspects for comfort. Construct a bulletin board with pictures from magazines showing how various areas of the home meet human needs.

Content	Student Learning Activities
	Write an essay defining what "home" means to you.

Resources:

"The Home: An Environment for Human Growth." 1971. J. C. Penney. Multimedia kit contains cassette recording of interviews, four posters of children's drawings of home, three case studies of housing needs of families, 12 slides of how homes can meet needs, one transparency of Maslow's Hierarchy of Needs, and three floor plans and set of movable furniture cutouts for overhead projector.

Mikellides, Byron, ed., Architecture for People. Holt, Rinehart and Winston. 1980. Illustrated essays consider human needs as well as architectural theory in search for a new human environment. 196 pages.

St. Marie, Satenig S. Homes are for People. John Wiley and Sons, 1973. Explores impact of home environment on the development of the persons within it. Grades 9-12. Four hundred pages.

"Housing." (Man: A Cross-cultural Approach). Educational Design, Inc. Global survey of how housing is constructed, reasons for population concentration, movement toward urbanization; from simplest huts to recent design and planning trends. Cassette and two filmstrips.

Level Four

I. HOUSING CHOICES

Topic: B. The environment

Objectives:
1. Give examples of both the near environment and the expanded environment.
2. Discuss characteristics of different types of environment.
3. Describe positive and negative effects that people and their environments may have on one another.

Content	Student Learning Activities
The human environment consists of the total surroundings within which people live. 1. scope -the near environment -the expanded environment	List the parts of your environment with which you come into contact every day. What other aspects of of a broader environment may influence you even though you may not be aware of them?
Aspects of the environment differ according to the type. 2. types -natural -constructed -behavioral	Ask a biologist or environmentalist to talk to the class about effects that destroying the natural environment can have on the survival of the human species. How can people provide adequate housing for themselves, yet preserve the environment? How have they succeeded or failed?
People both act on their environment and are affected by it. 3. interactions with people -positive results comfort health safety security -negative results depletion of resources pollution illness injury fear	Describe characteristics of a perfect human environment. Consider ways people have managed to move toward providing this type of environment for themselves. Do students differ in definitions of a perfect environment? How? Why? List ways people have produced negative results on the environment. Suggest ways to begin reversing these effects. Discuss effects that an unhealthful environment can have on the physical and mental development of people.

Resources:

"The City as an Ecosystem." Interpretive Education. Aims at developing a positive environmental attitude. Five filmstrips, five cassettes, and 30 student workbooks.

Keiser, Marjorie Branin. Housing: An Environment for Living. MacMillan Publishing Co., Inc. 1978. College level text examines housing from an environmental point of view. Bio-physical, psychosocial, and technological factors of housing. Hardcover. Three-hundred-fifty-eight pages.

"The Next Sound You Hear May Be Just Too Much." Changing Times Education Service. Students explore the issue of noise pollution. Mini-unit has 40 copies of reading material, transparency and spiritmaster, and teaching guide.

Melson, Gail F. Family and Environment: An Ecosystem Perspective. Burgess Publishing Co. 1980. Physical and social forces which affect families. Active role of the family in creating stability and change in four areas, one of which is housing. Two-hundred-seventy-five pages. Clothbound. Instructor's guide.

Level Four

I. HOUSING CHOICES

Topic: C. Factors influencing choice

Objectives:
1. Discuss ways geography determines housing style.
2. Tell how cultural factors influence housing choices.
3. Describe ways that family characteristics help determine the type of housing that is appropriate for them.
4. Give examples of how one's activities influence housing choices.
5. Discuss housing choices in relation to location within an area.

Content	Student Learning Activities
Geographical factors help determine the suitability of a structure for human habitation. 1. geography -climate -topography -space available -natural resources	Contrast types of housing used by people in tropical, sub-tropical, temperate, and cold zones of the world. Compare materials used, insulation needed, ventilation or air control, and other characteristics and relate these to geographical influences. Compare housing in heavily populated areas of the world with that of sparsely populated ones. Give examples of ways people have managed to have large numbers live on small areas of earth. Discuss how population density affects one's environment for living.
Cultural aspects influence the choice of appropriate housing. 2. culture -religion and beliefs -values -goals and standards -customs	Discuss ways religion has influenced housing. Tell how roles of women, values placed on children, living patterns, and other cultural characteristics have caused people to design or decorate their housing in particular ways. Determine what individual students value in a home at this time. How might these values change later?

Content	Student Learning Activities
	Discuss ways family values have affected the unique housing chosen by a family. For example, strong family ties may cause children to remain in the same house or vicinity of their parents.
Various characteristics of families may influence the type of home that is chosen. 3. family -stages of life cycle -composition and size -permanency in community -special needs children older people handicapped -personal tastes -resources available	Using a typical house in your community, describe changes a family might make in it through the years as they begin marriage, raise a family, retire, and become widowed. Analyze the living patterns in your community. Where do young single people live? Families with children? Older people? Can patterns be determined? What transient groups are found in your community (migrant labor, college students, tourists)? What kinds of housing do they occupy? What needs do transient groups have? Does housing in your community meet these needs?
	Give examples of ways that standard housing may be altered to meet special needs of some groups of people, such as children, the elderly, and the handicapped. Describe personal experiences with examples of these types of alterations.
	Visit a handicapped homemaker to see what changes have been made in the house to deal with a specific need.
	Learn what laws have been made to provide access to public buildings for handicapped people. Make a slide presentation to illustrate ways the law has been met or not.

Content	Student Learning Activities
	Invite a legislator or other public official to give insight into needs of the handicapped not currently being met in the state.
Family activities can influence housing choices. 4. activities -home-centered -community-centered -space needs -social situations -life style	Without using names, describe the interests and activities of members in a family you know. Let the class members tell what housing characteristics would be desirable so the family could carry out their activities. Guess the number of square feet in the home economics department, then measure and multiply length times width to check the estimate. Find the estimate of square feet on several house plans. How many square feet are in your bedroom? Living room? Kitchen? Estimate the number of square feet one would need for various activities such as dining, sleeping, cooking, studying, sewing. Define the term, "life-style." Tell ways you think the life-style of Americans is changing, and how this is influencing housing.
The specific location of a home may be an important factor in its suitability. 5. location -neighborhood type quality -rural/urban -proximity work school shopping	Class members talk with people who live in the inner city, in the suburbs and in rural areas and ask them about the advantages and disadvantages of living in these places. Report answers back to class and compare notes. Where would you prefer to live? Why? What characteristics of a neighborhood might a single person seek? an elderly person? a family with young children? What common characteristics do most people seek when they look for housing?

Resources:

Duly Colin. The Houses of Mankind. Home Economics School Service. 1979. Diversity in types of housing around the world. One hundred photographs show huts, cliff dwellings, bamboo cottages and other structures. Social and religious factors and technical elements which influence house construction are examined. Ninety-six pages.

"Housing: A Cross-Cultural Study." Educational Design. Two filmstrips.

"Sticks and Stones Will Build a House." Association Films. Indian architecture in the southwest United States from pithouses, masonry, to Pueblo apartment structures. Thirty minute color film, rental.

"Where's the Best Place to Live?" Changing Times Education Service. Importance of geographic location and neighborhood of a home. Mini-unit has 40 copies of reading material, transparency and spirit-master, and teaching guide.

"Housing Values." Minnesota Mining and Manufacturing (3M). Transparency set.

Moore, Charles, Gerald Allen, and D. Lyndon. The Place of Houses. Holt, Rinehart and Winston, 1974. How to design and/or adapt houses to fit needs and desires of the inhabitants. Two-hundred eighty-eight pages.

Lewis, Evelyn. Housing Decisions. Goodheart-Willcox, 1978. Chapter 1, "Housing for Satisfaction"; Chapter 2, "Housing and Life Situations"; Chapter 4, "A Place to Live."

"Housing: Decision Making." Milliken Publishing Company. Considerations for choosing housing appropriate to lifestyle and home maintenance. Multimedia package contains color transparencies, duplicating masters, and teacher's guide.

"Design Games." Henry Sanoff. One-hundred-twelve-page illustrated paperback. Eighteen games cover range of life situations in which students are forced to make personal and environmental design decisions.

Newmark, Norma L. and Patricia J. Thompson. Self, Space and Shelter. Harper and Row. 1977. College level textbook. Micro- and macro-environmental perspectives. Mini-readings written by authorities in the area. Holistic approach to housing; evolution of housing in cultural framework; housing issues. Five-hundred-eight pages. Hardcover.

Level Four

I. HOUSING CHOICES

Topic: D. Housing alternatives

Objectives:
1. Identify a variety of types of single family dwellings.
2. Describe several kinds of multiple housing facilities.
3. Explain how a structure can influence the lives of the people who live in it.

Content	Student Learning Activities
For detached households several types of housing are available.	Join a local tour of homes or attend open houses to observe how homes are being built in your community.
1. single family dwellings -permanent conventional houses manufactured homes -temporary vacation homes mobile homes	Visit and talk with people who live in manufactured homes and learn what they like or dislike about them and why they selected this type of housing. What special considerations are needed that are not necessary in other types of housing? What are their advantages and disadvantages? Compare them in cost with standard built houses.
Groups of people may live in close proximity in several ways. 2. multiple dwellings -attached townhouses and row houses duplexes, triplexes, fourplexes	Clip advertisements from the local newspaper showing types of multiple dwellings in your community that are for rent or for sale. Compare them in cost and features with single family dwellings. Display these ads in the classroom.
apartment complexes -group living dormitories communal homes nursing homes tandem houses shared apartments	Compare single and multiple dwellings in terms of the life-style they allow. For example, people who live in apartments do not have to spend time working in their yards; they may have more opportunities to meet others than people who live in single family dwellings; apartment dwellers may need to be more considerate when playing music, because they may disturb close neighbors.

Content	Student Learning Activities
The structure in which people live determines to some extent the way in which they live. 3. influence of structure -safety -privacy -sharing -self-esteem	Describe a facility for group living that you have visited in your community. How does the structure influence the way people who live there take meals? do laundry? socialize? have privacy? Make a list of priorities you would have for living arrangements. Analyze ways these could or could not be met in a variety of housing facilities. Discuss ways structures might be changed if they did not meet the needs of their inhabitants. (Screens or walls for more privacy might be installed, use of rooms might be changed, extra space may be added.) Interview someone who plans to do some structural remodeling and learn what reasons caused this person to decide to invest in the expense of reconstruction and what the person hopes to gain from it. Develop a Tic-Tac-Toe game based on the advantages and disadvantages of various housing choices.

Resources:

"Getting a Roof Over Your Head." (Housing: Unit 1) Changing Times Education Service. Multimedia kit includes simulation game, bulletin board project, 30 copies of book "Happiness Is Finding the Right Place To Live," attitude inventory, pre- and post-test, reading and resource list.

Davison, Jane. The Fall of a Doll's House: Three Generations of American Women and the Houses They Lived In. Holt, Rinehart and Winston. 1980. The single-family suburban house and the changing attitudes toward it. Provocative mix of social, architectural, and personal history using primary sources. Advanced level. Two-hundred-fifty-two pages.

Resources (continued):

"Housing Alternatives." Minnesota Mining and Manufacturing (3M). Transparency set.

"Mobile Homes for Moderns." Mobile Home Manufacturers Association. 1974. A kit with transparency suggestions, bulletin board ideas, list of readings and visuals, and evaluation measures.

"Home Sweet Mobile Home." Modern Talking Picture Service. Film on mobile housing as alternative choice.

"Mobile Homes." U. S. Consumer Product Safety Commission. Fact sheet on manufactured housing.

"Questions and Answers on Condominiums." Consumer Information Center. 1980. What to ask before you buy and how to avoid pitfalls, such as restricted owner rights and hidden leasehold costs. Free. Forty-eight pages.

"Facts To Know About Condominiums." Changing Times Education Service. A level-headed look at a new and popular type of home. Mini-unit has 40 copies of reading material, transparency and spiritmaster, and teaching guide.

"Townhouse Condominiums." Iowa State University. Thirty minute videotape. Advanced level.

"Let's Consider Cooperatives." U. S. Department of Housing and Urban Development. Free booklet.

"Housing." Home Economics School Services. Duplicating Masters. Students analyze wants, lifestyles , and feelings about living conditions. Emphasis on apartments, what to look for in rentals and leases.

Level Four

I. HOUSING CHOICES

Topic: F. Housing styles

Objectives:
1. Give examples of international influences on types of housing in this country.
2. Identify several historical American styles of housing and tell where they originated.
3. Describe housing styles currently being used in this country and point out some distinguishing features.
4. Describe characteristics of distinct housing styles found primarily in Louisiana.

Content	Student Learning Activities
Housing styles in American have been influenced by styles in other countries. 1. international influences -European French English Dutch Spanish Italian Greek -other African Asian Oriental	Look at pictures or slides of houses in other countries of the world. Discover elements of styles that are distinctive in each region. For example: Dutch--gambrel roof, dormer French--Mansard roof, shutters Spanish--tile roof, enclosed patio, arch-shaped doors, use of wrought iron, stucco Oriental--sliding doors, sparse furnishings Collect pictures of houses in this country and point out the features that might have been influenced by homes in other cultures. Make a bulletin board illustrating this idea.
Distinctive American housing styles have evolved during the course of history. 2. historical American styles -primitive -colonial -early American -Victorian -Southern -Southwestern	Visit houses in your area that were built in past centuries. Observe facilities for cooking, bathing, sleeping, and socializing. Discuss social and technological changes that have taken place since these houses were constructed and changes needed to modernize them.

Content	Student Learning Activities
	Take photographs of some older homes in your community. Show these on an opaque projector and identify the historical types of architecture they exemplify. Design a time-lapse bulletin board showing examples of houses typical in this country every 50 years for the past 300 years.
Current housing styles may be distinguished by particular characteristics. 3. current housing styles -modern ranch houses split-level houses -contemporary A-frame geodesic dome molded functional	Describe houses that have been built in the past 10 years. How do they differ from earlier housing in terms of style, space, materials used in construction, placement of rooms, special features, craftsmanship and kitchen appliances? Make a field trip to a contemporary styled house in your area and talk with the owners about the advantages and disadvantages of living in it. Compare it with other styles in cost, available space, ease in furnishing, and maintenance.
Some unique housing styles have evolved in Louisiana related to its geographical location and cultural heritage. 4. Louisiana styles -historical dogtrot houses shotgun houses Acadian cottages Southern colonial Greek revival New Orleans townhouses -current features above ground construction porches front columns roof styles	Make a scrapbook of clippings, postcards, sketches, and photographs of houses typical of Louisiana. Compare housing of families with high incomes and low incomes and housing in rural and urban areas. Point out features that make them unique to this area. Tour the community and take a camera to make slides of houses in the area. Include a representative sample of homes of all income levels and all parts of the community. Write a script and record information about the homes for a tape presentation.

Content	Student Learning Activities
	Compare houses from different parts of the United States. Are there styles unique to Louisiana? What influences might have caused housing in this part of the country to be what it is?
	+ FHA members sponsor a presentation by someone from a local historical society to tell about housing in the area. Have an open meeting for other students and parents who are interested in attending.

Resources:

"Frank Lloyd Wright." Association Films. The man and the buildings he designed, which helped change America. Twenty-six-minute, black and white film, rental.

"House Types." Minnesota Mining and Manufacturing Company (3M). Series of transparencies of types of housing.

"Housing Alternatives." Maclean-Hunter. Explores the structure and financing of housing alternatives, including apartments, townhouses, mobile homes, and geodesic domes. Multimedia program with filmstrip and cassette, eight activity sheets, wall chart, and teacher's guide.

Wedin, Carol S. and L. Gertrude Nygren, Ed. Housing Perspectives: Individuals and Families. Burgess Publishing Company. 1979. Collection of articles introducing major factors in individual and family housing from both macro and micro approach. Two-hundred-ninety-one pages. Hardcover.

Newton, Milton B., Jr. "Louisiana House Types: A Field Guide." Museum of Geoscience, Louisiana State University, Baton Rouge, Louisiana. 1971. Eighteen page pamphlet.

Level Four

II. ECONOMICS OF HOUSING

Topic: A. Housing and the economy

Objectives: 1. Describe the effects that various factors have on the housing market.

2. List items to consider in calculating the total cost of housing in the budget.

Content	Student Learning Activities
The housing market reflects conditions in the general economy.	On a bulletin board post clippings from current newspapers and magazines related to housing and the current economic situation.
1. the housing market -effects of national economy -market fluctuations in housing -availability of housing -ability of buyers to finance -investment potential	Use the classified ads in the local paper to learn the current rental and purchase prices of housing. Call local bankers, real estate agents, and loan company employees to learn current interest rates for housing. Determine if rates differ from one source to the next. Have a panel discussion on the factors influencing the current local housing situation. Invite a realtor, a banker, a contractor, an economist, and a homemaker to participate.
Money for housing in the budget must include both primary and related costs.	Use the formula, monthly housing costs not more than one-third of the net income, to calculate the amount of money that a low income family, and a high income family in your community would have available for housing costs.
2. the housing budget -proportion of income for housing -primary costs house payment and interest rent -related costs of housing utilities taxes upkeep	Talk with a householder and learn what related costs of housing have been over the past year. Divide the sum of these costs by 12 to see how much should be set

Content	Student Learning Activities
insurance furnishings and equipment costs of commuting	aside each month to take care of these.
services	Compare housing costs of a person who is renting with those of a homeowner. What are the economic advantages and disadvantages of each type of housing?

Resources:

Garrett, Pauline. Consumer Housing. Bennett Publishing Company. 1972. Compact, detailed guide to housing. Two-hundred-sixty-four pages, paperback.

"Housing." Aims Instructional Media Service. Consumer Education Series. Filmstrip and 16 minute cassette. Emphasizes types of housing, factors in selection, costs, leases, landlords, and local regulating agencies.

"Housing, Furniture, and Appliances." (Contemporary Consumer Series) Gregg/McGraw-Hill. 1975. Costs of selecting and financing housing and furnishings. Seventy-four-page booklet with teacher's manual.

Porter, Sylvia. Sylvia Porter's Money Book for the 80's. Doubleday. 1979. Tips for the consumer on everything from checking and savings accounts to insurance and home buying.

"Your Budget and You." (Interior Decorating: A Practical Approach) School Media Associates. Color filmstrip and cassette. Teacher guide.

"Your Housing Dollar." Household Finance Corporation. 1973. How much is spent on housing; decision to rent, buy, or build; selecting housing; insurance; moving.

Level Four

II. ECONOMICS OF HOUSING

Topic: B. Housing selection

Objectives:
1. Discuss factors to consider when deciding to rent, buy, or build.
2. Describe the process involved in locating suitable housing.
3. List structural characteristics to investigate when selecting housing.

Content	Student Learning Activities
Careful consideration of the decision to rent, buy, or build will help meet the needs of the housing consumer. 1. deciding to rent, buy, or build -decisive factors funds available needs of occupants time constraints -advantages of alternatives -disadvantages of each	Have a panel of people who rent, who have bought a home recently, and who have built a new home. Ask them to discuss with the class the reasons for the decisions they made and their satisfaction with the results. Talk with realtors and constructors and learn the costs of buying and building similar homes. Learn what cash is needed immediately and what monthly payments are likely to be. Examine a recent housing decision made by a family and analyze the steps involved in making that decision. Include the alternatives that were not chosen and tell why they were not. As a class project conduct a housing alternatives preference survey comparing data on views of age groups by decades, married versus single people, rural or urban residence, people now renting or living in homes they have bought or built and the feelings most important in their current lives that determine housing needs. Tabulate results and report these in tables on posters, transparencies, or chalkboard.

Content	Student Learning Activities
	Role play three family situations in which housing decisions are being made. What decisions might be made by a young couple, a retiring couple, a young professional who is single, a family with four children? What factors would go into their decisions?
An intensive search for available housing may improve the chances for satisfactory housing choice.	Talk with people who have moved into new housing lately and ask them how they learned that it was available.
2. locating available housing -real estate agents -public advertisements -personal contacts	Ask real estate agents to describe services they offer to people seeking housing.
	Read the classified ads in a newspaper for descriptions of homes for sale. Write an ad that you might place describing the home in which you live. What other ways could a home owner advertise a house for sale?
	Check the local newspaper to see if there is a firm advertised that locates housing for people. What information would you think a locator would need to have about the prospective renter or buyer and about the housing available?
Selecting a sound structure with desired characteristics will improve satisfaction with the housing decision. 3. structural considerations -space -durability -safety -condition of exterior and interior -energy needs -maintenance requirements -style	Write a checklist of things to look for in housing when one is inspecting prospective dwellings. Indicate the high priority items on the list. Describe faults as they might appear to a non-professional, so that they might be recognized easily. Try using the checklist to see if it is valid. Make a field trip to housing for rent or for sale and evaluate the condition of the structures, analyzing which faults are serious and that could be remedied easily.

Content	Student Learning Activities
	Tour an apartment complex and evaluate it for desirability. Learn whether utility bills are assumed by the tenants or by the landlords.
	Point out structural features of a building that could raise or lower energy use (amount of insulation, orientation to the sun, protection from prevailing winds, or leaks).

Resources:

"Buy a House or Rent? A Look at Options." Changing Times Education Service. Realistic appraisal of the pros and cons of buying and renting. Mini-unit contains 40 copies of reading assignment, transparency and spiritmaster, and guide to teaching.

Sherwood, Ruth. Homes, Today and Tomorrow. Bennett Publishing Company. 1972. Chapter 15, "The Costs of Buying and Owning a Home"; Chapter 16, "Should You Buy or Rent."

"Should You Buy or Rent a Home." U. S. Department of Housing and Urban Development. Pamphlet with points to consider.

"Rent or Buy?" Consumer Information Center. 1979. How to compare costs and returns of renting with owning a home; includes chart for estimating the monthly costs of each.

"Homeowner or Tenant? How to Make a Wise Choice." American Institute for Economic Research. Booklet with worksheets and tables.

"Apartment Hunting." Interpretive Education. Multimedia set includes five filmstrips and cassettes and instructor's guide. Steps of apartment hunting; explanation of different kinds of apartments available; questions to ask before renting.

Lewis, Evelyn. Housing Decisions. Goodheart-Willcox. 1978. Chapter 5, "Acquiring Housing."

Newmark, Norma and Patricia Thompson. Self Space, and Shelter. Harper and Row. 1977. Chapter 8, "The Consumer and the Housing Market"; Chapter 9, "Housing Options: Types of Tenure"; Chapter 10, "Investing in Shelter."

Resources (Continued):

"Settling Down." (Housing: Unit 4) Changing Times Education Service. Multimedia kit with 30 copies of 24-page case study book, exercises for review and discussion, disc recording and listening guide.

"Your Housing Dollar." Household Finance Corporation. Booklet.

"Wise Home Buying." Consumer Information Center. 1979. How to compare costs and returns of renting with owning a home; includes chart for estimating the monthly costs of each. Twenty-one pages.

"Financing and Owning a Mobile Home." Louisiana Cooperative Extension Service. Free pamphlet.

Level Four

II. ECONOMICS OF HOUSING

Topic: C. Acquiring housing

Objectives:
1. Describe the process involved in renting housing.
2. List steps necessary to purchase a house.
3. Discuss the alternatives available to one who elects to build a home.

Content	Student Learning Activities
Both renter and landlord have certain rights and responsibilities in a rental situation. 1. renting -lease deposit payment conditions rules subletting -breach of contract -eviction -rights and responsibilities renter landlord	Obtain a copy of a lease for a house or apartment and read it thoroughly. Prepare a glossary of the terms that are not clear and define them. Ask a landlord and a tenant to talk to the class about rights and responsibilities of their roles and the experiences they have had in renting housing. Talk to the owner of rental property and learn what expenses are involved in providing housing for rent. Make a flipchart to show a variety of terms to look for in rental agreements (with or without utilities, pets or children allowed or not allowed, amount of time for notice of rent increases or moving).
Thorough understanding of the steps involved in purchasing housing improves the chances of satisfactory settlement. 2. buying -types of ownership full condominium cooperative partnership	Write a glossary of terms used in the process of buying real estate. Using a calendar, show the sequence of events that may occur in transferring real estate from one person to another.

Content	Student Learning Activities
-purchasing process price/offer/counter-offer binder or deposit terms points interest down payment closing costs -title title search survey abstract deed recording -buyer protection termite inspection appliance/equipment inspection	Visit the parish courthouse to learn how deeds are recorded and what records are available for the general public to see. On a poster show the annual and total costs of interest compounded over a period of 20 or 30 years of a loan or mortgage. Have a real estate agent describe the steps to take when selling a home. Which of these steps does the agent do for an owner? Invite a realtor to explain the steps involved in purchasing a house. Ask about the real estate situation in your area, features most people look for, most desirable locations, and the average amount spent for housing. Talk with a person who recently bought a house and learn what procedures were followed. Would the person do anything differently if it were to be done again?
People who build a home may have more freedom of choice, but also may have more chances to make mistakes. 3. building -lot location -site orientation -type of house plans custom designed built from stock plans developer built modular kit -construction selecting a contractor construction materials construction techniques	Compare several building sites available around your community. Consider their proximity to transportation routes, telephone lines, sewer lines, and electrical service. What special characteristics do they have that would make them desirable or undesirable (drainage, trees, type of soil, neighborhood)? Make a poster showing how orientation of a house in relation to the sun can save energy in heating and cooling. Determine the orientation of your own home.

Content	Student Learning Activities
-codes and permits minimum property standards building codes zoning -owner protection inspections Home Owners Warranty	Ask an architect to tell class members what services are provided to a customer who contracts to design his own home. Learn the cost of hiring an architect.
	Take a field trip to an older home in your neighborhood that has been remodeled. Learn from its owners whether or not they saved money by remodeling and what the process involved.
	Read copies of documents that are used in formalizing the agreement between seller and buyer, and between builder and new home owner.
	Look through a catalog of stock plans for houses. Read the terms to determine whether or not changes can be made and what is involved. What do such plans cost?
	Visit a factory where modular or kit houses are built. Study the directions for putting these together and determine the difficulty of construction. How do prefabricated houses compare with "stick built" homes in cost and ease of construction.
	Invite a contractor to class to talk about construction services available to customers. Discuss the time and expense involved in hiring a contractor to build a home.
	Compare various construction materials for homes in terms of costs, appearance, versatility, and upkeep. Visit a supply business or set up a display of samples in the classroom.

Content	Student Learning Activities
	Interview someone who recently has built a new home to learn what they think about the process compared to buying a house already constructed, or to renting one. Ask an owner of a new home and a contractor to discuss responsibilities involved in quality construction and the guarantees given that job will be well done. Investigate terms of a "Home Owners Warranty." Ask a building inspector or a contractor to demonstrate standards that must be met in house construction.

Resources:

Belina, Virgina A. Planning for Your Own Apartment. Pitman Learning, Inc. 1975. Consumer slant on finding furnished and unfurnished apartments. Leases and rental agreements, budgeting income. Teacher's guide. 3.0 reading level, 7-12 interest level. Ninety-six pages. Paperbound.

"Housing." Home Economics School Service. 1979. Thirty-one spirit duplicating masters. Students analyze wants, life-styles and feeling about living conditions. Types of housing are reviewed with emphasis on apartments. How to look for rentals, what to watch for in leases, reasons for buying a home. Elementary reading level, but mature content.

"Renting." (Housing: Unit 2). Changing Times Education Service. Multimedia kit contains 24-page case study book (30 copies), two color transparencies, four linemasters for reproduction or transparencies, and exercises for review and discussion.

"Renting a House or Apartment." Learning Arts. Filmstrips.

"Buying." (Housing: Unit 3) Changing Times Education Service. Multimedia kit contains 30 copies of 48-page case study book, two color transparencies, four linemasters to be reproduced, and exercises for review and discussion.

"Buying and Financing a Mobile Home." U. S. Department of Housing and Urban Development. Pamphlet.

Resources (continued):

"Buying and Selling a Home." Learning Arts. Filmstrips.

Harrison, Henry S. and Margery B. Leonard. Home Buying: The Complete Illustrated Guide. Scribners. 1981. Thorough coverage of all aspects of home buying. Illustrated. Hardcover.

"Home Buyer's Vocabulary." Consumer Information Center. 1979. Defines terms to understand when buying. Free. Fourteen pages.

"Should a Single Person Buy a House?" Changing Times Education Service. Reviews points to consider before buying a home. Mini-unit contains 40 copies of reading material, transparency and spiritmaster, and teaching guide.

"The First-Time Homebuyer." Iowa State University. Thirty minute videotape. Advanced level.

"Building a Home." Learning Arts. Filmstrips.

"Homeowner's Glossary of Building Terms." Consumer Information Center. 1979. Definitions of everything from acoustical tile to weep holes. Free. Thirteen pages.

"Buying Lots from Developers." Consumer Information Center. 1976. What to ask about a property and contract; information the developer must give the buyer under the law. Twenty-eight pages.

"Designs for Low-Cost Wood Homes." Consumer Information Center. 1978. Sketches and model floor plans; selecting economical, durable materials. Free. Twenty-eight pages.

"Wood-Frame House Construction." Consumer Information Center. 1979. Comprehensive, illustrated handbook of detailed instructions and basic principles of building and insulating.

Level Four

II. ECONOMICS OF HOUSING

Topic: D. Financing a home

Objectives:
1. Compare the advantages among several funding sources for financing a home.
2. Describe the terms involved in a mortgage agreement.
3. List taxes that homeowners face.
4. Identify types of home insurance that may be desirable.

Content	Student Learning Activities
Making comparisons among various funding sources available will allow the home buyer to choose the most suitable financial arrangements. 1. sources of funds -personal savings -government -lending agencies -private loans -"creative" financing	Investigage the costs of financing a home comparing terms offered by a bank, finance company, a savings and loan association, and government financing. Determine the down payment required, the years to pay, the loan terms, and the interest rates. Ask representatives from the Farmers Home Administration (FmHA), the Federal Housing Administration (FHA), and the Veterans Administration (VA) to tell class members how they help low income people secure homes. Have several students investigate and report methods of "creative" financing being used currently to purchase housing. Describe the cautions to exercise when using less common financial arrangements.
A mortgage agreement carries terms that bind both lender and homeowner. 2. mortgages -interest rates fixed "floating" types of interest methods of calculating -late charges	Beginning with an amount representing the cost of an average home in your community, calculate the total costs and monthly payments of a 20-year loan using three different interest rates. Do the same for a 30-year loan. An "amortization schedule" shows how much of each monthly mortgage payment goes for interest and how much goes to reduce the principal.

Content	Student Learning Activities
-pre-payment penalties -balloon payments -amortization -assumability -equity -second mortgages	Examine an example of this and explain why the interest payments are so large in the first few years compared with later years. Talk with a local banker or loan company representative and learn what they consider when deciding whether or not to grant a loan to a customer.
Homeowners have both advantages and disadvantages when paying taxes. 3. taxes -property -service charges -tax advantages of home ownership	Make a poster showing what taxes are paid by property owners in your neighborhood. Include fees for services, such as garbage removal. Read the instructions for a federal income tax report and learn what tax advantages homeowners have. Discuss reasons why rent cannot be deducted on income tax forms by renters. Ask a tax accountant what home records are needed to figure annual state and federal taxes. Make a list of words related to home financing (equity, assumption, flexible mortgages) and write definitions for each.
Home insurance protects against large financial losses. 4. insurance -mortgage insurance -property insurance basic broad comprehensive special -liability personal medical payments supplementary	Ask a banker what would happen if a homeowner died while still owing money on the house. Learn what protection the bank has against people who do not keep up with mortgage payments. Collect clippings from newspapers describing events in which homeowners did have, or should have had, home insurance.

Content	Student Learning Activities
	Identify local conditions (flood-prone, hurricane or tornado area) which make home insurance coverage vital to home owners.
	What kinds of home insurance would a renter need? Why?
	Invite a home insurance agent to the class to explain the types of coverages available and the differences among them. Investigate costs.

Resources:

"Consumer Decisions in Housing." Maclean-Hunter. Comparison of financial arrangements such as renting, cooperatives, and fee simple ownership. Home as an investment. Costs in home buying. Multimedia kit has filmstrip and cassette, activity sheets, wall chart and teacher's guide.

"Selecting and Financing a Home." Consumer Information Center. 1980. Brief comparison of renting with buying; how to figure what you can afford; how to apply for a loan; what to look for in homeowners insurance. Twenty-four pages.

"Homebuyer's Information Package--A Guidebook for Buying and Owning a Home." U. S. Department of Housing and Urban Development. 1981. Overview of whole decision-making process, including shopping for a house, dealing with contracts and financing, and managing money. Loose-leaf format. Worksheets.

"How to Buy a House in Five Easy Steps." Changing Times Education Service. How careful planning will prevent costly mistakes. Mini-unit with 40 copies of reading material, transparency and spirit-master, and teaching guide.

Ring, Alfred A., and Jerome Dasso. *Real Estate Principles and Practices*. Prentice-Hall. Text for advanced students. Constitutional, statutory, and common law on ownership, transfer, and management of realty. Cloth. Supplement available.

"Buying a Home?--Don't Forget Settlement Costs!" Consumer Information Center. 1980. Discusses prepaid items, title insurance, hiring an attorney, and how to keep settlement and finance charges down. Free. Nine pages.

Resources (continued):

"Settlement Costs and You: A Guide for Homebuyers." U.S. Department of Housing and Urban Development. 1977. The settlement procedure in buying a home, the nature of charges, and questions to ask to clarify the transaction. Thirty-one-page pamphlet. Free.

"Home Insurance." Interpretive Education. A dialogue between a mother and daughter explaining how premiums are determined and the kinds of policies available. Filmstrip and cassette. Low ability level.

"Home Mortgage Insurance." U. S. Department of Housing and Urban Development. Booklet.

"Insurance for the Home." Insurance Information Institute. 1979. Leaflet describes how insurance works and compares basic, broad and comprehensive coverage.

"Property and Liability Insurance." (Insurance: Unit 4). Changing Times Education Service. Multimedia kit contains 30 copies of 24-page book, two color transparencies, two linemasters, reading and resources list, and exercises for review, inquiry and discussion.

"Wise Rental Practices." Consumer Information Center. 1977. What to consider when choosing rental property and signing a lease; rights and responsibilities of landlord and tenant. Free. Twenty-four pages.

"Selling Property: Brokers, Title, Closing, and Taxes." Consumer Information Center. 1978. Advantages and disadvantages of using a real estate broker; some costs of selling; tax implications. Free. Seven pages.

"Buying and Financing Housing." Iowa State University. Videotape. Thirty minutes. Advanced level.

Level Four

III. HOUSING MANAGEMENT

Topic: A. **Housing systems**

Objectives:

1. Describe the components of the temperature control systems in a house and their functions.
2. Identify the parts involved in water and waste transfer in a home.
3. Define terms used in relation to the home electrical system.
4. Describe ways occupants of a home can be protected from fire, noise, and intrusion.
5. List measures to take to increase the efficient functioning of housing systems.

Content	Student Learning Activities
Comfort of the occupants of a dwelling is related to the control of its temperature. 1. temperature control -heating central heat heat pumps space heaters/stoves fireplaces solar heat active passive -cooling and ventilation air conditioning window units central heat pump fans natural ventilation and shading -humidity control -insulation	Display a collection of pamphlets and advertisements on heating devices for the home. Compare them according to the type of fuel used, amount of space heated, initial cost, installation costs, cost of operation, maintenance, and efficiency. Decide what purposes each would serve best. List ways to conserve heat in the home or heat more efficiently (lower thermostats, heat only part of the house, keep heating devices clean). Compare relative costs of heating with electricity, gas, heating oil, wood and solar power (using the cost per million B.T.U.'s). Which fuels are more available in your area? In what months are heating costs higher? lower? Define: radiation, convection, thermostat, B.T.U., therm.

Content	Student Learning Activities
	Display informative publications on home cooling and ventilation appliances and compare their cost and efficiency.
	Study homes built before air conditioning was available and point out features that helped keep them cool (trees, wide eaves, high ceilings, large windows, open-ended hallways). Can these methods be utilized in homes of today? How?
	Ask a physical science teacher to explain the relationship between humidity, air movements, temperature, and how warm people feel. Discuss the implications for comfort in housing temperatures.
	Define: refrigerant, condensation, evaporation.
	Invite a utility company representative to explain the "R value" (thermal resistance) of insulation. What R value is needed for ceilings of homes in your area? for walls? floors?
	Observe a display of construction materials labeled with their R values. Examine labels or containers to see if the R value is stated.
	Students do comparison shopping for fans (whole house, window, ceiling, portable). Investigate initial cost, efficiency, effects, installation and running costs, ease of use, and desirability.
	Make a poster with a diagram of a heat pump. Explain why it is a device that is used both for heating and for cooling.

Content	Student Learning Activities
	Consult a landscape architect to learn how plants around the house can aid in temperature control.
Water in the home is used for a variety of purposes in addition to drinking.	Discuss ways people get water when they are not supplied by a public water system. How is water purity controlled?
2. water and waste transfer -water supply -plumbing -water heating -drainage sewer septic tank	Visit a building supply house and observe the variety of plumbing fixtures available. Compare classic materials (tile, zinc, brass, copper, pocelain), with modern (fiberglass, plastic) in cost, installation, service, and durability.
	Ask a plumber to show the class how to prevent malfunctions in the plumbing system and how to correct minor problems.
	Define: p.s.i., absorption field, water hardness, fittings, bidet, bib cock, trap, valve.
	Name the fixtures in a house that are involved in the plumbing system (sink, tub, washer, lavatory, water heater, toilet). How are they related?
The home electrical system helps provide light and furnishes power to do work.	Trace the distribution of electricity through a house starting with the point at which it comes in (the service entrance).
3. electrical -electric current -illumination -circuits -distribution panels	Set up a model of a home distribution panel, label each part (meter, main switch, branch circuits, circuit breakers or fuses, grounding), and explain its function.
	Draw a chart to show the amount of electricity in watts that various home appliances consume. Multiply

Content	Student Learning Activities
	by the current cost of a watt-hour to determine how expensive they are to operate.
	Check the home economics department and locate the electrical outlets. Determine the adequacy of location, number, and accessibility.
	Define: Resistance, amperes, volts, transformer, watt hours, kilowatt hours, conduit, circuit, lumen.
	Compare flourescent and incandescent lighting fixtures in cost of installation, replacing bulbs, electricity used, and amount of light produced.
Occupants of a house need protection from fire, noise, and unwanted intrusion for comfort and safety.	List devices built into or installed in a home that are designed to protect the occupants. Discuss their adequacy.
4. protection -noise control -smoke alarms -burglary protection -disaster protection -privacy	Have a fireman tell the class how to reduce the possibility of home fires and the most common causes of such occurrences.
	Discuss ways homes can be protected against flooding, hurricanes, and tornadoes.
	Discuss ideas for controlling interior and exterior noise in a home. Of what value is sound control?
	Describe ways that privacy can be protected in the home.
	+ FHA members invite a policeman to talk with parents and students about ways to protect their homes from burglars.

Content	Student Learning Activities
Efficiently functioning home systems provide comfort, economy, and protection for the occupants.	Visit a construction site and view a house before it is enclosed completely to observe the various systems as they are installed.
5. increasing system efficiency -appropriate use -adjustments -cleaning -replacing components filters batteries parts	Make a checklist of things to do around the house to keep it running smoothly.
	Set up a display of simple tools that are needed for routine system maintenance of a home. Show how to use each of them.
	List items to keep on hand to remedy system breakdown (batteries, light bulbs, fuses, oilcan, filters).
	+ FHA members demonstrate simple methods of home repair and maintenance (repair electrical cord, replace fuse, change filters on air conditioner and clothes dryer).
	Discuss habits to develop to help housing systems function efficiently and prevent breakdown or repair.

Resources:

Harrison, Henry. *Houses*. Realtors National Marketing Institute. 1973. Chapter 7, "Mechanical Systems."

Harrison, Henry. Houses: *The Illustrated Guide to Construction, Design, and Systems*. Scribner. 1980. Manual for people planning to buy or build a house. Drawings, diagrams, and floor plans. Student workbook available.

"Heating With Wood." Solar Systems International. Forty slides showing fundamentals of wood heating stoves; comparisons of heating values of woods, and how to cut and prepare wood for use in stoves.

"Heating With Wood." Consumer Information Center. 1980. Types of fireplaces, stoves, and furnaces; buying, installing, and using woodstoves; buying and burning wood efficiently and safely. Free. Twenty-four pages.

Resources (continued):

"House Warming." American Gas Association. Fourteen minute film, brochure, and instructional kit with four spirit masters, wall chart, teacher's guide, and 30 copies of brochure. Safe and efficient use of home heating.

"Where To Find Information About Solar Energy." Consumer Information Center. 1980. Where to learn how solar heating and cooling systems work; where to buy and how to select solar equipment. Fifty-eight pages.

"Is Solar Water Heating Right for You?" Consumer Information Center. 1980. How it works; how to choose the right system and figure the costs; where to get more information. Free. Seven pages.

Ehrenkranz, Florence and Lydia Inman. Equipment in the Home. Harper and Row. 1973. Chapter 2, "Home Lighting"; Chapter 15, "Room Air Conditioners."

Lees, Carlton B. New Budget Landscaping. Holt, Rinehart and Winston. 1979. Shows homeowners how to create a landscape that increases the value and enjoyment of home. One-hundred seventy-six pages.

"Energy Conservation, Landscaping." Federal Energy Administration. 1976. Improvements in existing homes.

"Plumbing Repairs." Bennett Publishing Company. Filmstrip/cassette, reading script, visual masters.

"Basic Electrical Repairs." Bennett Publishing Company. Filmstrip/cassette, reading script, visual masters.

"Questions and Answers About the Electric Utility Industry." Edison Electric Institute. Facts about the practical aspects of electric power.

"Protecting Your Home Against Theft." U.S. Department of Housing and Urban Development. Free booklet.

"How to Prevent Fires and Theft." Learning Arts. Filmstrips.

McClintock, Michael. Homeowner's Handbook: What You Need to Know About Buying, Maintaining, Improving, and Running Your Home Successfully. Scribner. 1979. Illustrated guide to spotting, diagnosing, and dealing with home problems.

"Protecting Your Housing Investment." U.S. Department of Housing and Urban Development. 1974. Utility systems and how to maintain them; house structure and its care; special problems. Thirty-two pages. Free.

Level Four

III. HOUSING MANAGEMENT

Topic: B. Home energy use

Objectives: 1. List the major sources of energy used in the home.

2. Demonstrate methods of conserving energy in the home.

Content	Student Learning Activities
Energy used in the home originates from a variety of sources.	Analyze types of energy that are used in the home and determine the source of each. Compare their costs.
1. energy sources -human energy -electricity -fossil fuels gas oil coal -solar energy passive active -other geothermal nuclear wood wind	Students report on kinds of energy and determine which ones are predicted to be in short supply in the future and which ones will last for a long time. Discuss the implications of this information for home energy use. List ways a household could substitute one form of energy for another that is more expensive and in shorter supply.
Energy in the home can be conserved in several ways.	Study plans of homes built to take advantage of passive solar energy. Are ideas used that could be adapted for your own home?
2. energy conservation -home design -improved insulation -equipment selection and use -energy efficient habits -calculating energy savings	Analyze a group of students in a task, such as cleaning the department. Suggest how they might substitute human energy for other types. Invite a builder to tell the class how housing is, or could be, constructed to make energy losses decline. Design a hanging mobile illustrating home energy saving ideas.

Content	Student Learning Activities
	Inventory household appliances. Consider each in terms of the energy they use in relation to the work they save. Decide which are most desirable and which are dispensible and should be replaced with human energy.
	Read to learn how energy is wasted in the home and which areas are the most wasteful.
	Observe ways energy is wasted around school and list suggestions for curtailing waste.
	+ FHA members invite a Cooperative Extension or utility company home economist to talk about energy conservation in the home.
	Visit a home designed many years ago and observe ways people lived without electricity or natural gas. Which of these modes would be feasible these days?
	Suggest ways home maintenance can help save energy (caulking leaks, changing or cleaning filters).

Resources:

"Household Energy: The Science of Conservation." Educational Dimensions Group. Basic principles to apply to the home to save energy; conduction, convection, radiation, voltage, watts, kilowatt hours. Tour of 'Energy I' innovative home where passive and active solar concepts are used. Two color filmstrips; two cassettes; teacher's guide; study and review frames; library kit.

Lewis, Evelyn. Housing Decisions. Goodheart-Willcox. 1978. Appendix B, "Energy-Saving Tips."

Lindamond, Suzanne and Sherman Hanna. Housing, Society, and Consumers. West Publishing Company. 1979. Chapter 6, "Residential Energy Use." Advanced level.

Resources (continued):

"The Energy Crisis Comes Home." Maclean-Hunter. Elements and importance of energy-efficient home. Active and passive conservation techniques. Multimedia kit with filmstrip and cassette, activity sheets, wall chart, and teacher's guide.

"Energy Management: A Guide to Saving Energy and Money at Home." The Learning Seed Co. 1981. Household appliances and equipment that use energy; home heating and cooling as most likely source of savings. Two sound filmstrips, black line master, Energy Management Kit with 30 copies of booklet for students.

"Tips for Energy Savers." Consumer Information Center. 1978. How to save home energy; how much insulation you need; lists annual electricity use for appliances to help figure costs. Free. Forty-six pages.

"Understanding Your Utility Bills." Consumer Information Center. 1978. How to read gas and electric meters, calculate costs, and understand the company's billing methods and forms. Free. Eleven pages.

"The Energy Sensible Homes." Gulf States Utilities. 1977. Twenty-five-page booklet on home features that save energy.

"Be an Energy Miser in Your Home." U.S. Department of Housing and Urban Development. Free booklet.

"Tips for Energy Savers." Federal Energy Administration. Free pamphlet.

"How to Save Electricity." Encore Visual Education, Inc. 1974. Seventy-six frames, fourteen minutes. Cassette or manual sound.

"Electronomical Living." Gulf States Utilities. Multimedia kit to teach energy conservation and energy efficient housing. Includes spirit masters, flip chart, handouts, and examples of energy-saving items. Free loan.

"In the Bank or Up the Chimney?" Consumer Information Center. 1977. Instructions for weather-stripping, caulking, and installing storm windows and insulation; choosing a contractor; choosing methods of energy conservation and estimating potential savings. Seventy-four pages.

"Household Energy Conservation." NASCO. Nine puzzles on energy saving in heating and cooling homes, water use, cooking, laundry, and home planning.

Level Four

III. HOUSING MANAGEMENT

Topic: C. Home safety

Objectives:
1. Devise a checklist of safety precautions to be taken in the home.
2. Describe ways a household can be prepared for home emergencies.

Content	Student Learning Activities
Home accidents can be reduced by using safety precautions. 1. accident prevention -causes of home accidents -safety precautions -safe use of home equipment	Report on the statistics of home accidents. Relate these to accounts from class members about similar experiences they have had in their homes. Discuss ways each incident might have been prevented. Write up a general set of safety rules for operating household appliances. Give a copy to each class member to post at home. Post a copy in the home economics department. Demonstrate the safe use of items used in the home (chemicals, knives, ladders, electrical apparatus). Check the home for safety hazards to small children. Make changes when necessary to reduce the chance of injury.
Measures taken to prepare for home emergencies can reduce injury and destruction. 2. preparedness -emergency instructions -first-aid supplies -stockpiling for disasters	Inventory the stock of food in your home and determine what could be used if gas and electricity were cut off in an extended emergency. What items could be added to improve the supply? What items should be stocked in addition to food? Work out a family fire-drill system and practice it at home. Be sure each family member knows what to do.

Content	Student Learning Activities
	Prepare a display of items to be placed in a home emergency kit. Include information on first-aid, poison antidotes, and emergency telephone numbers.

Resources:

"Play it Safe." NASCO. Game teaches awareness of potential household dangers and encourages accident prevention. Two to five players advance across the playing board by answering questions about safety and discarding Bad Habit cards.

"Kitchen Survival Kit." NASCO. Multimedia kit on kitchen safety.

"Management I." NASCO. Set of nine transparencies on budgeting and home safety. Teacher's lecture guide.

"After the Flood." Louisiana State Office of Consumer Protection. Leaflet describing ways to restore the home after flood damage.

"Wise Up--Tie Down." Mobile Living Communications Center. Pamphlet describing measures to take to reduce wind damage to home.

Level Four

III. HOUSING MANAGEMENT

Topic: D. Maintaining the home

Objectives:
1. List reasons for maintaining the home clean and in good repair.
2. Demonstrate ways of maintaining the exterior areas of the home.
3. Show skills desirable for maintaining home interiors.

Content	Student Learning Activities
Routine home maintenance yields benefits for the occupants. 1. importance of home maintenance -reduce accidents -prevent disease -increase property value -improve appearance -improve functioning -preserve structure -prevent repairs -increase satisfaction	Compare the resale value of a residence that is well maintained with one that has been poorly kept up. Is the difference enough to pay for the needed repairs? In addition to economic reasons, discuss other values of keeping one's property well maintained and give examples.
Simple care measures can improve the exterior condition and appearance of a house. 2. exterior maintenance -preventive care inspection painting cleaning -minor repairs -major repairs -landscaping for energy conservation as hobby aesthetic appeal	Small groups of students prepare demonstrations on some method of exterior housing care. Read literature, talk with experts, see filmstrips, and practice each method so the demonstration will go smoothly. (If the home economics department needs minor repairs the demonstrators could work on these problems.) Examples: replace window panes repair window screen patch roof caulk leaks inspect for termites remove mildew + FHA members sponsor home maintenance demonstrations at a meeting of parent/teacher/student association or some other meeting of parents.

Content	Student Learning Activities
	Display a kit of basic tools needed for keeping up the home. Have each class member practice using and choosing the correct tool for a particular job. Devise a game to practice this.
	Make a bulletin board with reminders of safety rules to follow around the home (use of ladders, care of lawnmowers, correct electrical hookups). Which of these rules apply at school, too?
	Write a checklist for homeowners to follow throughout a year to make sure they carry out needed home maintenance tasks.
Maintaining a clean and well-repaired home interior can increase the health and satisfaction of the inhabitants. 3. interior maintenance -simple repairs plumbing electrical structural -home cleaning materials and finishes cleaning tools cleaning agents cleaning methods -sanitation trash and garbage control pest control mildew food storage caring for pets	Cut out several large red dots from tape. Place these around the kitchens in the home economics department to show where dirt often accumulates (sink, trash cans, stove drip pans). Remind students to pay special attention to these places when cleaning up. Ask an entomologist or pest control professional to talk to the class about prevention of insects and rodents in the house. Make a bulletin board showing how to keep food storage spaces clean and pest free (cabinets, bins, refrigerators, pantries). Check out the home economics department to see that it meets standards. + FHA members hold a clean-a-thon renting their housecleaning services (window-washing, waxing, mopping) as a money-making project.

Content	Student Learning Activities
	Collect cleaning supplies in a basket that can be carried around the house to do tasks.
	Discuss tips on garbage handling, including information on the best disposal of different items.

Resources:

Garrett, Pauline. Consumer Housing. Bennett Publishing Company. 1972. Chapter 8, "Cues for Clean and Safe Homes;" Chapter 9, "Maintenance-A Continuous Project"; Chapter 10, "Planning for the Outside."

"How To Paint Interior Walls and Trim." Centron Films. Sound filmstrip.

"How To Hang Wallpaper." Centron Films. Sound filmstrip.

"Painting--Inside and Out." Consumer Information Center. 1978. Directions for doing a top-quality job, including surface preparation, paint selection, application, use of natural finishes; also lists references. Twenty-six pages.

"Exterior Repairs." Bennett Publishing Company. Filmstrip, cassette, script. Visual masters.

"Simple Home Repairs...Outside." Consumer Information Center. 1978. Easy, step-by-step instructions for repairing roofs, doors, windows, porches, steps, sidewalks. Forty pages.

"Simple Plumbing Repairs." Centron Films. Twenty and one-half-minute film.

Weiss, William. Home Maintenance. Bennett Publishing Company. Tools, materials, and simplified procedures for common household repairs. Teacher's guide. Student guide. Five color filmstrips and cassettes available. Two-hundred eighty-five pages.

Family Handyman Magazine Staff. America's Handyman Book. Scribner Book Companies. 1980. Classic reference guide to maintaining and repairing a house. Photos, drawings, and charts.

Woodin, J. C. and Louis E. Hayes. Home Building Maintenance. McKnight Publishing Company. Guide to repair of interior and exterior building systems. Hardcover. Two-hundred seventy-four pages.

Resources:

"Termites." U.S. Department of Housing and Urban Development. Free booklet.

"Tips for Home Maintenance." Learning Arts. Filmstrips.

"How to Make Minor Electrical Repairs." Centron Films. Filmstrip with cassette.

"Do-It-Yourself Home Repair and Maintenance." School Media Associates. Fifteen color filmstrips or slide sets with 15-minute audio cassettes. Illustrated, step-by-step guides to home repair projects. Individual titles include:

- Laying Tile or Linoleum Floorings
- Replacing Windows and Screens
- Installing Home Security Devices
- Hanging Wallpaper
- Installing Insulation and Weatherproofing

"Long Live Your Floors!...With Care." Louisiana Cooperative Extension Service. 1970. Free 12-page booklet.

"Floor Care." Johnson Wax. Thirty-page booklet on types of floor coverings in the home and their care.

"Carpet Care the Easy Way." Bissell Consumer Service Institute. Kit includes filmstrip, cassette, teaching guide and two spirit masters.

"Rug and Carpet Care." Johnson Wax. Thirty-page booklet on fibers used in floor coverings and their care.

"Pursuit of Cleanliness." Modern Talking Picture Service. Fifteen-minute color film. Traces origins and uses of soap from ancient Rome to outer space. How detergents meet needs in homes and industry. Free loan.

"The Surface Story...In Depth." Consumer Communications. 1977. Filmstrip, cassette, spirit masters on keeping wood, glass, metals, and plastic surfaces clean.

"Controlling Household Pests." Consumer Information Center. 1979. Procedures and proper pesticides for controlling pests. Thirty-one pages.

"Simple Home Repairs...Inside." Consumer Information Center. 1979. Guide to repairing and replacing faucets, electric plugs, screens, tiles. Twenty-three pages.

Resources (continued):

"Protecting Your Housing Investment." Consumer Information Center. 1979 Maintenance of heating systems, plumbing, and building structure; treatment of special problems such as pest control and moisture. Free. Thirty-two pages.

"Caring for a Home." Procter and Gamble. Multimedia kit has handbook, educator's guide, worksheets, master visuals for making transparencies, and The Clean-Up Game. Home care principles, practices, and products.

"About the House." Bissell Consumer Service Institute. One-hundred forty-four page hardbound book of information on home management.

"Hassle-free Cleaning for Singles." Johnson Wax. Thirty-four-page pamphlet for young people organizing their own living space.

Level Four

III. HOUSING MANAGEMENT

Topic: E. Home responsibilities

Objectives: 1. Devise a system for sharing household tasks.

2. Demonstrate ability to resolve differences peacefully with family members, neighbors, and others in the community.

3. Discuss factors to consider when deciding to live independently from the family of origin.

Content	Student Learning Activities
Sharing household tasks can distribute the workload so one family member does not carry the sole responsibility.	Make a plan for preventive maintenance of the home economics department; include things that need to be done and a schedule to follow for doing them. Discuss ways the plan could be implemented to divide responsibilities among class members.
1. sharing home care tasks -list routine chores interior exterior -schedule household tasks daily weekly monthly seasonal -division of labor -cooperation	Design a bulletin board to illustrate steps in planning to clean a house. List tasks that should be done routinely in the home. Make another list of special jobs that are done only occasionally. Which tasks are most difficult? Least desirable? Require special equipment or supplies? For each task listed above calculate the amount of time needed to complete it satisfactorily. Divide up the list of routine tasks so each family member shares in household duties. Collect a film of informational materials describing methods and products for home care tasks. Share these with other family members who are interested.

Content

A mature person shares living space harmoniously with family members, neighbors, and other people in the community.

2. living with others
    - being a good family member
        - sharing space
        - sharing home responsibilities
        - respecting privacy
        - respecting rights of others
    - being a good neighbor
        - noise and pollution control
        - respecting private property
        - maintaining the neighborhood
    - being a good citizen
        - litter control
        - respecting public property
        - speaking out on housing issues

Student Learning Activities

Working in pairs, one person performs a task while the other makes suggestions about how to do it more safely and efficiently. Exchange roles.

Write a plan for several people to do a large household job (cleaning the garage, cleaning closets, washing windows). List the order of tasks, responsibilities, a time schedule with estimates of time needed, and tool and supply lists. After completing the chore, evaluate the results and determine how well the plan was made.

Suggest reasons why people might want to have privacy in the home. Where could this be found? If it is not available, how could a house be changed to help provide it?

What do you consider private space for yourself? How do you let people know you want to be alone?

Discuss responsibilities people have to their neighbors. Suggest ways you could help improve your own neighborhood.

What items would people be reluctant to share with others? How can one show respect for the wishes of other people?

What recourses do people have when someone in their neighborhood becomes an irritant or a hazard to the common good? Give some examples of these conditions.

Content	Student Learning Activities
	What regulations in your community have been made to protect the rights and property of its citizens? Discuss ways people abuse these, the legal consequences, and the effects on themselves and others.
Factors involved in setting up an independent household need to be considered carefully.	Discuss advantages and disadvantages of becoming independent from one's parents. At what age should this occur? When does it happen among people you know? How does it become evident that one is independent?
3. independent living -leaving home -setting up housekeeping basic necessities cost of maintaining a household -moving services available and their costs organizing the move psychological aspects of moving	Calculate the costs involved in setting up housekeeping in an apartment or house. List items in order of priority. Consult a catalog of household goods and estimate expenses involved in furnishing an apartment. Visit apartments of young people you know who recently have left their parents' homes. Compare their new places with the ones they left. What did they gain? What did they lose? Suggest inexpensive ways to set up housekeeping (attend garage sales to buy furnishings, refinish old furniture, buy throwaway furnishings to use temporarily). What responsibilities must be assumed by a newly independent person that may not be anticipated because parents handled these tasks before? What standards of living may be difficult for young people to meet as compared to established families?

Content	Student Learning Activities
	Role play two families planning a move. One family should be well-organized and the other not.
	Compare costs of hiring movers, renting a truck to move, or asking friends to help. What considerations must be made in addition to the costs?
	On the average, American families change their residence about every five years. Discuss effects this might have on our society, and on individuals involved. How can moving be made easier?
	Talk with members of a family who have recently moved and learn what reasons prompted them to make the move.
	Call several moving companies, some with total services and others with partial services available, and learn the costs of moving various amounts of items within and outside the state.
	Demonstrate techniques of packing household items.
	Design a countdown of things to do before making a move. Include long-term activities, such as making changes of address on magazine subscriptions, and short-term tasks, such as providing for family meals until the new residence is established. Check with someone who has moved recently to see if items have been omitted.

Content	Student Learning Activities
	Talk with a new student in school to learn what adjustment problems are involved in moving from one community to another one. Discuss how family members and neighbors, old and new, can help ease the adjustment.
	+ FHA members appoint a permanent welcoming committee for new students in school. A big brother or big sister effort may be organized to help them get acquainted.

Resources:

"Practical Ways to Run a House for Less." Changing Times Education Service. Big and little ways to reduce operating and maintenance costs. Mini-unit has 40 copies of reading assignment, transparency, spiritmaster, and guide to teaching.

"Setting Up a Household." Learning Arts. Filmstrips.

"Sharing an Apartment." Janus Book Publishers. 1982. Independent Living Skills. Low readability paperbound booklet. Teacher's manual.

"Be a Smart Operator." Louisiana Cooperative Extension Service. Forty-eight page senior home management project workbook has chapter "Prepare for Setting Up Housekeeping." with activities described.

"Management All Around the House." NASCO. Game for four or eight people who manage four different types of homes printed on the board.

"If You Have To Make a Long-Distance Move." Changing Times Education Service. How to make the move to a new home with minimal hassle and expense. Mini-unit has 40 copies of reading assignment, transparency and spiritmaster and teaching guide.

Garrett, Pauline. Consumer Housing. Bennett Publishing Company. 1972. Chapter 3, pages 41-42, "Households on the Move."

"Making the Move." (Contemporary Consumer Series Filmstrips) Gregg/McGraw-Hill. 1975. A couple discusses pros and cons of making a move from their studio apartment to housing which will meet their present and future needs better. Sound/filmstrip.

Resources (continued):

"Tips on Moving Your Household." Learning Arts. Filmstrips.

"When You Move--Do's and Don'ts." Consumer Information Center. 1974. Planning, what to expect during the move, and how to handle loss or damage claim; tips for the do-it-yourselfer. Free. Six pages.

"Moving and Children." American Movers Conference. Leaflet with tips on making transition of residence smooth for children.

Level Four

IV. HOME PLANNING

Topic: A. Use of space

Objectives:
1. Describe different areas of the house according to their function.
2. Demonstrate ability to read several types of house plans.
3. Analyze house plans in terms of meeting the needs of specific occupants.
4. Give examples of improved utilization of space in the home.

Content	Student Learning Activities
Different areas of the house serve different functions. 1. areas in the home -private bedroom bathroom -service kitchen utility rooms workshop -social living room dining room entry porch, patio, deck -storage closets pantry	On a working copy of a house plan, color the public areas yellow, the private areas blue, and the service areas red. How do these spaces relate to the exterior features of the house? Make a list of activities that occur in various rooms in the house. Categorize these activities into an overall description. Decide what needs are filled by the rooms in which these occur. List characteristics desired in spaces for rest and grooming, for work and maintenance, for entertaining and recreation. Look through house plans to find designs that have these features.
Ability to read and understand house plans can aid a person in visualizing the actual structure. 2. reading house plans -scale -symbols -specifications -types of plans	Measure the length and width of the home economics classroom. On a piece of graph paper, using a scale of ½ inch for each foot, or 10 cm. for each meter, draw the outline of the room. Measure tables and chairs and draw them in.

Content	Student Learning Activities
floor plans elevations site plans perspectives cross sections	Stand at one side of the classroom and sketch the furniture on the opposite wall. Check a book of house plans and find symbols for windows, doors, cabinets, roof lines. Make a poster showing symbols and their meanings. Use a blueprint of a new home and study the symbols. Visit the house and compare its features with the blueprint. Outline a room on a transparency. Cut out symbols that represent pieces of furniture. Practice arranging them in different ways around the room, projecting arrangements on a screen, and asking for suggestions from other students.
Analyzing house plans can give an idea of the suitability of the finished structure for the people who will occupy it. 3. analyzing home plans -site orientation -traffic flow -space organization amount needed convenience -meeting needs of specific occupants	Draw a work triangle on a kitchen plan connecting the sink, refrigerator, and stove. If the triangle measures more than about 22 feet, redesign the kitchen plan to make it more efficient. Find examples of various kitchen arrangements (L, I, U shapes, island, peninsula). Analyze each in terms of work efficiency. Obtain floor plans of a mobile home from a dealer and analyze them. Discuss how room arrangement differs from that of a conventional house. Measure areas in the classroom to get an idea of square feet or square meters of space. Decide on a minimun size for a bedroom to meet your needs. Check house plans to see if this size is typical of ones in these homes.

Content	Student Learning Activites
	Read ads in the newspapers or call apartment managers to learn the size of apartments and houses advertised. Are prices related to the amount of space?
	Describe the storage space needed in different rooms in a house. Consider location and size and analyze whether or not several house plans have sufficient storage areas.
	Read a floor plan to determine what the primary traffic patterns will be. Decide if this means people will be walking through areas and interrupting activities.
	Determine the source of sunlight for a house. What glazed areas will receive the sun? Is this desirable in summer? in winter?
	Consider the areas of the house where quiet is needed. Are these removed from areas of noisy activity?
	For economy, plumbing fixtures should be clustered in the same area. Evaluate several house plans in this aspect.
	Have each of three students describe a living accommodation considered desirable. Discuss differences in terms of the values and standards they exhibit.
Space in the home may be improved to meet specific needs of its occupants. 4. improving the use of home space -reallocation of use -reorganizing existing space -providing new space	Make a notebook of clippings from magazines, or sketches, showing ways of using storage space more efficiently, or ways to create new space inexpensively. Label pictures according to the types of storage units available.

Content	Student Learning Activities
	Visit someone's garage that does not have storage facilities built in. Consider items that must be stored and sketch a design for a way to store them.
	Design a bulletin board or display of students' ideas to improve storage space.
	Discuss basic storage principles that could be applied to improve home storage (store items where they are used first, store items used most often at most convenient place).
	Observe the storage areas in the home economics department or in your home. List principles to follow in using storage space, then check to see if the spaces observed measure up to the criteria. Determine if changes are possible to make the storage space more efficient.
	Stuggest uses of space in several cases where needs are changing (a couple has a new baby; the last child in the family moves out of of the home; a member of the family takes up photography and needs a darkroom).

Resources:

"Zoning the Home." Minnesota Minining and Manufacturing (3M). Transparency set.

"Floor Plans and Traffic Patterns." School Media Associates. Filmstrip and cassette with teacher guide. Part of set, Interior Decorating: A Practical Approach.

Keiser. Housing: An Environment for Living. Macmillan Publishing Company. 1982.

Resources (continued):

St. Marie, Satenig. Homes Are for People. John Wiley and Sons, 1973. "Areas for Socialization, Interaction, Relaxation." Pages 65-112.

Sherwood, Ruth F. and George H. Sherwood. Homes, Today and Tomorrow. Bennett Publishing Company. 1976. Human needs and designs in housing and options available. Student guide, teacher's guide, and 49 visual masters available.

100 Custom Home Plans. Home Economics School Serivce. House Plans for residences and vacation homes. Can order actual blueprints. 1975.

"Architectural Drawing I." Milliken Publishing Company. Introduction to architectural symbols, designs, structure, and basic terms. Multimedia kit with transparencies, duplicating masters, and teacher's guide.

"Architectural Drawing II." Milliken Publishing Company. Expanded presentation of architectural drawing with detailed diagrams illustrating principles of building design. Multimedia packet with transparencies, duplicating masters, and teacher's guide.

General Architectural Drafting. Bennett Publishing Company. Background material for housing course. Considers site selection, design, function, room planning, materials, and furniture. Covers structure through construction process; drafting techniques. Set of 51 visual masters available. Five-hundred seventy-two pages.

Huth, Mark W. Basic Construction Blueprint Reading. Delmar. 1980. One-hundred-forty page softcover; instructor's guide. Designed to develop ability to read and sketch construction drawings. Assignments with practical application of content and questions to measure comprehension. Actual drawings and specifications for a small house. Transparency masters.

Hartwigsen, Gail Lynn. Design Concepts: A Basic Guidebook. Longwood. 1980. Step-by-step guide from fundamental principles to schematic drawing. Hardcover.

Kicklighter, Clois E. Architecture: Residential Drawing and Design. Goodheart-Willcox. Comprehensive coverage of design--interior and exterior.

Muller, Edward J. Reading Architectural Working Drawings. Prentice-Hall. 1981. Introduction, in workbook format, to architectural working drawings and field of construction in general. Suitable for those with little or no experience in the subject. Paperbound.

Spence, William P. Architecture: Design, Engineering, Drawing. McKnight Publishing Company. Comprehensive introduction to residential planning and design, small commercial building planning, electrical and mechanical systems, and structural considerations. Hardcover, 581 pages. Problems and Quizzes Book available. Softcover, 144 pages.

Weidhaas, Ernest R. Architectural Drafting and Design. Longwood. 1981. Covers residential and commercial architecture with detailed plans for three styles of houses, working diagrams for a small office building, and plans for installing solar energy systems. Instructor's Handbook. Teacher reference.

"Accessible and Adaptable Housing Design." Barrier Free Environments, Inc. 1981. Site design, entrance requirements, circulation space and room layout with emphasis on kitchen and bathroom designs to accommodate different disability types. Eighty color slides, narrative tape, and illustrated script.

"Family Work and Storage Areas Outside the Home." Consumer Information Center. 1978. How to use space more efficiently; build storage sheds; get financing. Free. Eleven pages.

"The Home: An Environment for Human Growth." J. C. Penney Co. 1971. Kit includes cassette, slides, transparencies, posters, furniture cutouts, and other materials on the meaning of home, analyzing and meeting housing needs, and planning a satisfying home. Versatile, with multiple uses. Free loan from local store managers.

Lewis, Evelyn. Housing Decisions. Goodheart-Willcox Co., 1978. Chapter 6, "The Question of Space."

Plan-a-Room. Paul MacAllister & Associates. Three dimentional planning aid for all room interiors. Contains 89 wooden cutouts of various size and period furniture.

Allen, Phyllis. Beginnings of Interior Environment. Brigham Young University Press. 1972. Chapter 2, "Floor Plans."

"The Traffic Hub." Louisiana Cooperative Extension Service. Free pamphlet.

"Clothes Closets." Louisiana Cooperative Extension Service. Free pamphlet.

Level Four

IV. HOME PLANNING

Topic: B. Home decoration

Objectives:
1. Use design principles to create pleasing home decoration.
2. Identify a variety of styles used in home decoration.
3. Plan a home decoration scheme illustrating taste and creativity.

Content

Attractive home interiors can result when design elements and principles are applied with understanding.

1. design in the home
   - -elements
     - color
     - form
     - line
     - texture
   - -principles
     - proportion
     - balance
     - rhythm
     - emphasis
     - harmony
   - -types
     - structural
     - decorative

Student Learning Activities

Choose one color from a color wheel. Mixing different amounts of black and white paint with the color, show seven gradations of value.

Clip colored samples from magazines to show gradations of intensity in a selected color.

Color a sketch of a room using neutral colors on walls, ceilings, and floors. Add touches of color in upholstery, curtains, and rugs.

Show how different hues, values, and intensities of colors can make a room look larger or smaller.

Using several copies of a sketch of a room, show how different color combinations can change the appearance and mood of the room.

On a color wheel with primary, secondary, and tertiary colors shown, connect colors that combine to make up the following color schemes: analagous, complimentary, triadic, monochromatic.

Look at pictures of rooms and describe basic forms illustrated.

Give examples of scale, showing

Content	Student Learning Activities
	how small rooms look better with small furniture but look crowded with large furniture.
	Analyze the pattern of a piece of fabric. Describe line of the design and the mood it inspires. Analyze the colors in the print and name the color scheme it represents.
	Make a scrapbook of fabrics of different textures and write the names by the samples.
	Cut and mount swatches of fabric that are good choices for upholstery of Early American, period, or contemporary furniture. Give reasons for your choices.
	Visit the showroom of a furniture store or the studio of a decorator. Describe examples of elements of design observed in their displays.
	Choose a fabric that represents a color scheme. Mount the fabric on a piece of poster board and paint in the colors involved in the scheme and label it. Make a series to represent several color schemes.
Knowledge of basic styles and their characteristics can aid in designing harmonious home decoration plans. 2. styles -period -traditional -contemporary -eclectic	Create a slide presentation by taking pictures of homes and furnishings that represent a variety of styles. Write a script for the presentation and tape record it, or use magazine pictures for a scrapbook to serve the same purpose.

Content	Student Learning Activities
	Make a flipchart with examples of the following styles of furniture: Provincial French provincial early American Eighteenth-Century English and American French Victorian Point out similarities and differences of details.
	What are characteristics of contemporary styles of decoration compared with earlier styles?
	Visit homes in your area, or go to furniture stores, to see examples of different styles of decorating.
	Define the term "eclectic." What does this imply for home decoration style?
	Design a series of bulletin boards, grouping together furniture, fabric, and accessories that constitute various styles of home decoration.
	Compare advantages and disadvantages of different styles in terms of cost, flexibility of use, ease of care, and availability.
Tasteful and creative home decorations help a family enjoy a satisfying environment.	+ FHA members hold an open house for parents to see projects students have made in interior design. Show the slide presentation of various styles of homes and furnishings. Get television publicity or write up an article for the newspaper about the projects.
3. planning home decoration -taste beauty utility order excellence -creativity individuality expression	Draw to scale a two-bedroom house. Use scaled furniture to show arrangement, traffic patterns, and other details.

Content	Student Learning Activities
	Using a painting or a fabric for the basic idea, plan the total decoration of a room. Choose the furniture, upholstery, draperies, and accessories. Find swatches of materials and pictures from magazines to fit the scheme and mount the samples on a poster or in a notebook. Class members critique one another's work.
	+ FHA members take a project space, such as the home economics department, the teachers' lounge, the cafeteria, or a room in a home, and plan a well-composed scheme for decorating it. Take steps toward implementing the design.

Resources:

"Elements and Principles of Design." (Home Decoration, Set 1) McGraw-Hill. Basic design elements--line, shape and form; and their modifying qualities--size, texture, value and color. Using these to create rhythm, harmony, balance, proportion, scale, dominance and subordination. Color/sound filmstrip, guide, catalog card kit.

"Color--What It Means to You." (Interior Decorating: A Practical Approach) School Media Associates. Color filmstrip and cassette. Teacher guide.

"Changing Room Size Through Colors and Lines." NASCO. Base transparency and five overlays. Lecture guide.

"Color in Display." Milliken Publishing Company. Effective use of color techniques; color wheel, tints and shades, terms combinations, backgrounds. Multimedia kit has transparencies, duplicating masters and teachers guide.

"Color Changes a Room's Character." NASCO. Set of three transparencies. Lecture guide.

"Color in Home Furnishings." Sears. Set contains 10 color transparencies and study guide.

"Color Wheel." Sears. Twelve cardboard segments assembled to make a 21-inch color wheel. Teacher's guide on building color schemes.

Resources (continued):

Faulkner, Sarah and Ray Faulkner. Inside Today's Home. Holt, Rinehart, and Winston. 1975. Design principles and concepts, furniture styles and arrangement, housing materials. Color illustrated. Paperback.

Weale. Environmental Interiors. Macmillan Publishing Co. 1982.

"Home Decoration: GAF Overhead Transparencies." Home Economics School Service. Fifteen color mounted transparencies with multiple overlays on topics in home design and decoration--color, windows, American homes in various periods.

Evans. Man the Designer. Macmillan Publishing Company. 1982.

"A Living Environment." Maclean-Hunter. (Interior Design Series #1) Historical development of the home and its functions. Organizing living space to meet family and individual needs. Effects of environmental factors on home design. Multimedia kit has two filmstrips with cassettes, wallchart, eight transparencies, six spiritmasters, teacher's guide.

Editors of "House and Garden". 20th Centruy Decorating, Architecture & Gardens: 80 Years of Ideas and Pleasures from House & Garden. Holt, Rinehart and Winston. 1980. Presented by decade, a panorama of changes in domestic dwellings in the last 80 years. Three-hundred twenty pages.

"The Ethan Allen Home Fashion Course." Ethan Allen, Inc. 1979. Multimedia set includes four filmstrips, four furniture charts, color wheels, sound cassette, 25 student booklets, six texts, and teacher's guide.

"Tour the White House." Ethan Allen, Inc. Audio/visual program focusing on home furnishings, decorations and art. Spotlights personal decorating tastes of famous Presidents and First Ladies. Twenty-minute color sound filmstrip. Activity booklet. Teacher's guide.

"The Eclectic Approach." (Interior Decorating: A Practical Approach) School Media Associates. Color filmstrip and cassette. Teacher guide.

Stepat/DeVan. Introduction to Interior Design. Macmillan Publishing Company. 1982.

"Album of American Furniture Classics." Johnson Wax. Forty-page booklet intended to help reader distinguish characteristics of American styles. Fifty-three styles from 15 identified periods are illustrated.

"The History of American Traditional Design." Ethan Allen, Inc. 1976. Seventeen-page booklet with photographs and descriptions of furniture styles from 1607 to 1910.

Resources (continued):

"Furniture Styles: 74 Visual Masters." Home Economics School Service. 1977. Masters for photocopy handouts or transparencies illustrate types and styles of furniture. Periods from Egyptian and Greek through various European and American periods to modern designs. Teacher's notes give background information and discussion questions.

"Period Furniture Designs." Minnesota Mining and Manufacturing Company (3M). Series illustrating furniture styles. Transparency set.

"Times Sure Have Changed...or Have They?" Ethan Allen, Inc. 1979. 16mm color/sound film on the history of American traditional design. Rental or purchase.

Miniature Furniture Arranging Kit. Plan-It-Kit, Inc. Two-dimensional cardboard punch-out furniture shapes at ¼" scale for living room, dining room, kitchen, bedroom.

"Home Decoration." NASCO. Transparency set on color, windows, period homes.

Level Four

IV. HOME PLANNING

Topic: C. Home interiors

Objectives:
1. Describe a variety of coverings for floors, walls, and ceilings of a home.
2. Design suitable treatments for doors and windows.
3. Discuss types of home lighting for a variety of uses.
4. Demonstrate selection and arrangement of household furniture and accessories.
5. List household linens needed in a home and describe their selection and care.
6. Describe selection and care of home equipment for servicing areas of the home.

Content	Student Learning Activities
Suitable treatment of floors, walls, and ceilings can improve satisfaction with the interior of the home.	Collect samples of different materials that are used for floors and label them. Arrange them into categories of resilient (asphalt tile, vinyl, cork) and non-resilient (ceramic tile, brick, wood).
1. surface treatments -floors non-resistant resilient -walls and wall coverings -ceilings	Discuss the value of resilient or soft, versus non-resilient or hard floor coverings in terms of comfort and ease of care.
	Compare prices of a square foot or square yard of various kinds of floor coverings.
	Make a list of different areas in a home (private, service, social) or different kinds of rooms. Considering the kind of activity for which each is designed, what floor coverings are desirable?
	Obtain square yard samples of a variety of floor coverings and lay them in some floor area of the

Content	Student Learning Activities
	school where students often walk. After a period of time, examine the samples to see which ones show the most wear and which ones have the least.
	Expand the experiment above by using several floor care products on the samples to determine which product holds up best under heavy use.
	Draw a poster showing ways carpets are woven (loop, pile, sheer). Add samples of each type to the poster.
	Visit a carpet showroom and ask the salesperson to explain qualities and prices available. Determine which carpets would be best buys for particular uses.
	Calculate the amount of carpet needed for a room, then figure the cost of carpeting the room, using the various types.
	Display floor care products and equipment. Demonstrate their uses.
Suitable window and door treatments help control light and privacy as well as contribute to the decor of a home. 2. window and door treatments -shades and blinds -curtains and draperies -shutters	Look through resource materials such as pamphlets, books, or catalogs to see many ways windows may be decorated. Analyze treatments by considering whether or not they allow privacy, sunlight to enter, are easy to open and close , and other characteristics.
	Make a series of overlay transparencies. On the bottom sheet draw a basic window shape, then on other sheets show various ways that shades or curtains may be used on the basic shape, alone or in combination.

Content	Student Learning Activities
	Practice making curtains, a shade, or draperies for windows of your choice. Choose the fabric to make a pleasing combination with the other items in the room and keep within your budget.
Choice of lighting arrangements for the home depends on the amount of light desired for various activities, and the type of light preferred.	Discuss effects that orientation of a home on a site will have on the amount and types of lighting needed.
3. lighting -types -sources -placement	Look at examples of various kinds of lamps and other artificial lighting in a store display. Decide what uses they are designed to serve and compare costs.
	Compare costs of incandescent and flourescent lighting. Which is more efficient in the use of energy? Where could each be used best?
	Discuss placement of light sources in the home to be most effective for various activities performed.
Selection and arrangement of furnishings in a home are important to the enjoyment and satisfaction of the occupants.	Play a game guessing what styles are represented in pictures of furniture.
4. furniture and accessories -selection -arrangement	Design a piece of furniture, such as a desk or a chair, using your own ideas for style and meeting your own needs. Glue pieces of cardboard together to make a small scale reproduction of your idea.
	Visit a new home or manufactured home that has not yet been furnished. Consider style of the home and the people who may live there. Make suggestions for furnishings they might acquire. Choose another set of furnishings for people with less money to spend.

Content	Student Learning Activities
	Try out different types of bedding and decide which degree of firmness you prefer. Calculate the number of hours you will spend asleep during your lifetime to convince yourself of the importance of buying good bedding.
	Visit a furniture store and ask to see examples of good and poor furniture construction and upholstery techniques.
	Compare care, durability, beauty, and function of furnishings made of various materials.
	Make a checklist of things to look for when shopping for furniture. Use the checklist to evaluate furniture in several stores.
	Compare quality of two upholstered chairs, one bought at a fine furniture store and the other at a discount store (frame, construction, materials used, details in finishing). Which would be the better investment when both price and durability are considered?
	Collect clippings of different furniture styles and use a reference book to determine their names. Label them and use them in a bulletin board display.
	Visit a furniture display area and note objects chosen by the designer to accent the furnishings. Discuss these choices in terms of style, color, function, and taste.
	Display imaginative ideas for home accessories and accents, and factors to consider in choosing them (budget, room, style, age).

Content	Student Learning Activities
	Have each student make a poster of room accessories and decorations that might be used to express his or her own interests and tastes.
	+ FHA members sponsor a plant clinic. Invite a horticulturist to meet with people who need help caring for their house plants. As part of the clinic have exhibits showing how plants can be used in home decoration.
The selection and care of household linens is an important part of furnishing a home.	List kinds of linens people need for their home. Include those used in the kitchen, bedroom, dining room, and bath.
5. household linens -selection -care	Define "thread count" and tell how this affects the quality of household linens. Display linens labeled according to qualities and kind (percale, muslin, damask).
	List the minimum number of each kind of household linen to serve a family's needs. Determine price ranges available by consulting catalogs.
	Read care labels on household linens. Give examples of different fiber types used in construction and care recommended for each.
	Demonstrate removing common stains from home fabrics. Make a stain removal chart for students to keep as reference.
	Experiment with upholstery fabrics advertised as stain resistant. Test products that may be applied for the same purpose and compare.

Content

Careful consideration should be made of initial cost, cost of operation and repair, and service life when choosing household equipment for service areas.

6. home equipment
   - kitchen equipment
     - work centers or layouts
     - appliances
       - large
       - small
     - storage facilities
   - laundry equipment
   - bathroom fixtures
   - care of household equipment

Student Learning Activities

Consult a consumer magazine for recommendations on the best brand of equipment and appliances to purchase.

Design a kitchen or laundry room and locate equipment and counters where they may be used most efficiently. Estimate cost involved.

Invite a kitchen planner consultant to speak to the class on the process of developing satisfactory work space in a home.

Demonstrate safe use of selected household appliances. Tell how each could receive the best care. Consult instruction booklets for information.

Develop a bulletin board with pictures of bathrooms illustrating new concepts in personal care (hot tubs, sauna, water agitation).

In order of priority, list large and small equipment a household needs to function.

Visit an appliance store and ask the dealer to talk about selection and purchase of major appliances. Discuss cost features, use, safety, energy efficiency, and guarantee or warranty.

Have each student take one type of kitchen or laundry equipment and report the types available, features, cost of purchase and upkeep, and other information.

Resources:

"How to Select Floor Coverings." (Hidden Value Series) Sears. 1975. Twenty page pamphlet.

"Movin' On." Modern Talking Picture Service. Fourteen-minute color film. Information on inspection, creation, production, and in-home use of vinyl floor covering. Free loan. 9th grade and higher.

Ellis, Robert. Complete Book of Floor Coverings: A Guide to Buying and Installing Carpet, Tile and Linoleum. Scribner Book Companies. 1980. Consumer guide. Photos and line drawings.

"Choosing Floors." Louisiana Cooperative Extension Service. Free pamphlet.

"Finishing Floors with Penetrating Wood Sealers." Louisiana Cooperative Extension Service. Free eight-page pamphlet.

"Redecorating Interior Surfaces with Paint." Bennett Publishing Company. Filmstrip with cassette, reading script, visual masters.

"Interior Wall Materials and Finishes." Louisiana Cooperative Extension Service. Free pamphlet.

"How to Select Paints and Wallcoverings." (Hidden Value Series) Sears. 1977. Sixteen-page pamphlet.

"Windows and Window Treatments." Minnesota Mining and Manufacturing Company (3M). Series of transparencies giving ideas for curtains and draperies suitable for various types of windows.

"Windows Beautiful." Kirsch Company. 1980. How to plan, measure, and buy or make window treatments. Decorating and energy ideas. One-hundred forty-five pages. Teacher's guide.

"Window Treatments." Sears. Set of filmstrip and 30 student booklets on purposes and function of windows and creative treatments for different types.

"Better Light, Better Sight." Gulf States Utilities. Kit includes teacher's guide on fundamentals of home lighting. Project guides on how to construct lights for the home. Free loan.

"Lighting." (Home Decoration, Set 2) McGraw-Hill. Using sunlight and artificial lighting. Effect on colors and fabrics. General, focal, and decorative lighting. Selecting fixtures. Color/sound filmstrip, guide, catalog card kit.

Resources (continued):

"Residential Lighting." Gulf States Utilities. Slide and script. Fourteen sections cover lighting applications, principles and other lighting details. Free loan.

"Residential Interior Designers." Gulf States Utilities. Slides on lighting. Facts on how lighting controls color, textures, and size of a room. Free loan.

"Upholstered Furniture Construction." NASCO. Base transparency and six overlays. Teacher's lecture guide.

"Fine Furniture: Construction and Care." Southern Furniture Manufacturers Association. How wood furniture is made and care it should receive. Free.

"Home Decoration Series." Home Economics School Service. Principles and elements of design, arranging furniture, and selecting furniture, tableware and fabrics, and lighting. Two slide series.

Home Decorating Handbook. Maclean-Hunter. How to intelligently select, purchase, and care for home furnishing items. Two-hundred-fifty-six pages. Soft cover.

"Arranging Furniture." (Home Decoration, Set 1) McGraw-Hill. Planning for traffic patterns and space use. Creating focal point. Making and using floor plans and templates. Defining areas. Filmstrip, guide, catalog card kit.

"3-D Furniture Arranging Kit." NASCO. One-hundred-fifty pieces of three-dimensional, ½-inch scale model furniture.

"Furniture and Appliances." Aims Instructional Media Service. Color filmstrip and cassette. Young couple considers values, life-style, and alternatives in selecting furnishings and equipment.

"How to Decorate Your Home Kits." Sears. Basic or Advanced units contain manual, furniture templates, carpet samples.

"Decorating Made Easy." Sears. Set contains filmstrip and 30 student booklets.

"Arranging Pictures on the Wall." NASCO. Transparency base and three overlays. Teacher's guide.

"Accessories Are the Key." (Interior Decorating: A Practical Approach) School Media Associates. Color filmstrip and cassette. Teacher's guide.

Resources (continued):

"At Home With Textiles." Maclean-Hunter. Fibers and fabric construction and finishes. Creative use of textiles in the home. Multimedia kit has filmstrip and cassette, eight activity sheets, and teacher's guide.

Vanderhoof. Textiles for Homes and People. Ginn and Co. 1981. Latest advances, techniques, and regulations in the textiles field. Text for advanced students. Teacher's guide. Hardcover.

"The Unending House." West Point Pepperell. Film on the use of sheets for home decorating.

"Fashions in Dining." Sears. Set of filmstrip and 30 booklets on rules of table setting and purchase of tableware.

"Kitchen Planning Basics." Sears. Set of filmstrips and 30 booklets. Principles of good management and work center arrangement.

"Alice's Adventure in Electric Wonderland." Gulf States Utilities. Slides on different sizes and shapes of kitchens and variety of modern, convenient, labor-saving appliances. Free loan.

"Plan Your Kitchen Kit." Gulf States Utilities. Set of three-dimensional plastic models of appliances and cabinets to aid in kitchen planning. Pamphlet included. Free loan.

"Kitchen Shelves." Louisiana Cooperative Extension Service. Free pamphlet.

"Kitchen Planning." Gulf States Utilities. Slides and script on kitchen arrangement for efficiency. Appliance selection. Individual kitchen planning booklets available for audience. Free loan.

"Your Private World." Gulf States Utilities. Slides on helpful ideas for planning kitchens. Work triangle, kitchen cabinets, appliances, laundry, sewing, and planning centers. Free loan.

Morton, Ruth, Hilda Geuther, and Virginia Guthrie. The Home--Its Furnishings and Equipment. Webster/McGraw-Hill. 1979. Text provides senior high school students with knowledge needed to own their own homes. Choosing right environment related to financial resources; interior decoration to reflect life-style; household appliances and maintenance and energy conservation. Five-hundred twelve pages. Hardcover. Teacher's manual.

Resources (continued):

"Housing, Furniture, and Appliances." (Contemporary Consumer Series) Gregg/McGraw-Hill. 1975. Module planned for 20-25 class hours. Set contains five copies of text, sound filmstrip, teacher's manual and key, general methodology manual, and pamphlet of teacher guide notes.

Ehrenkranz, Florence and Lydia Inman. Equipment in the Home. Harper and Row. 1973. Appliances, wiring, lighting, and kitchen planning. University level. Hardcover.

Garrison. Modern Household Equipment. Macmillan Publishing Co. 1982.

"Management II." NASCO. Transparency set on kitchens, storage, furniture, and household linens. Teacher's lecture guide.

"Handbook for the Home." U. S. Department of Agriculture. 1973. Suggestions for selecting kitchen and laundry appliances.

"Portable Appliances: Their Selection, Use, and Care." Sears. Manual of information on 35 small appliances, teacher's guide, and printed masters.

"How To Select Major Home Appliances." (Hidden Value Series). Sears. 1979. Guidelines for purchase of four major appliances.

"Major Appliances--Today and Tomorrow." Gulf States Utilities. Slides and script of General Electric kitchen and laundry appliances emphasizing style, dependability, performance, convenience, and safety. Free loan.

"Home Appliances: A Teaching Guide by Whirlpool." Gulf States Utilities. Set of portfolios on ranges, microwaves, dishwashers, disposers, compactors, refrigerators, and freezers. Teaching guide, discussion guide, wall charts, and visual masters. Free loan.

"The Good Life Naturally with Microwave Cooking." Gulf States Utilities. Slide presentation on operation, benefits, convenience, cooking techniques, safety requirements, and energy information on microwave cooking. Free loan.

"Marvel of Microwave." Gulf States Utilities. Filmstrip and audio cassette or slides presenting history of microwaves, dishes to use, and various ways to cook. Teacher's guide, overhead transparencies, flash cards and wall charts. Free loan.

Resources (continued):

"Home Ecology Appliances." Association of Home Appliance Manufacturers. Free loan filmstrip. Relationship of appliances to various types of pollution.

"Small Appliance Demonstration." Gulf States Utilities. Outline of demonstration to be presented by teacher on comparative buying of small kitchen appliances. Need, use, convenience, construction, safety, and warranty. Script for instructor. Free loan.

"Electric Range Demonstration." Gulf States Utilities. Outline of demonstration by teacher of operation of parts of electric range. Kit has script, tray set-ups, and crossword puzzle quiz. Free loan.

"Contemporary Cleanup." Gulf States Utilities. Slides on dishwashers and their use. Tips on selection and use of items used in preparing and serving meal. Free loan.

"Taming Trash." Gulf States Utilities. Filmstrip/cassette on trash compactors and garbage disposals, their operation and advantages, and comparison shopping. Free loan.

"A Closer Look at Finishes." Gulf States Utilities. Kit providing in-depth analysis of appliance finishes, their performances, purposes, care and cleaning, identification, and how this relates to consumer. Filmstrip, record, transparencies, worksheets, and teacher's guide. Free loan.

"Counter Surfaces." Louisiana Cooperative Extension Service. Eleven-page booklet on choosing counter surfaces for kitchens, workrooms, and bathrooms. Free.

"Bathrooms for the Home." Louisiana Cooperative Extension Service. Free pamphlet.

"Let's Decorate the Bathroom." (Hidden Value Series) Sears. 1976. Set of filmstrips and 30 student booklets.

"Imaginative Ways With Bathrooms." Consumer Information Center. 1974. Accessories, storage areas, and safety features to consider when planning a new or remodeling an old bathroom. Free. Six pages.

Peet, L. J., M. S. Pickett, and M. G. Arnold. Household Equipment. John Wiley and Sons. 1979. Selection, use, and care of household equipment in light of present socioeconomic problems and energy, water, and material shortages. Advanced level.

Level Four

IV. HOME PLANNING

Topic: D. Buying household goods

Objectives:
1. List considerations consumers should make when buying household furnishings.
2. Name sources of consumer information on household goods.
3. Describe protections a consumer has against fraudulant purchases of household effects.

Content	Student Learning Activities
Better decisions about purchases for the home can be made when the consumer shops carefully and takes various factors into consideration.	Each student report on one item of household furnishing. Give pointers on how to assess quality, range of prices, and other information.
1. considerations -initial cost -operation expense -urgency of need -use and features -permanency of residence -warranty -durability/quality -maintenance required	Do a case study of a single person who is furnishing a first apartment. Make a budget for furnishings and equipment expenditures necessary for the first year. Find examples of furniture and appliances that a person who moves often might choose. Give reasons for each of these choices (furniture that breaks into parts for easier handling, portable equipment, multiple-use furniture).
A wise consumer seeks product information before purchasing.	Interview a homemaker to learn where this person seeks information about buying furniture and appliances. Ask about satisfaction with prior purchases and recommendations to be made to others.
2. sources of information -labels -advertisements -consumer magazines and agencies -instruction booklets -Cooperative Extension Service publications -books, magazines	Read an example of a warranty attached to a new piece of household equipment. Determine how to act if the equipment does not meet expectations. Define terms used in the warranty.

Content

Consumers can seek redress from various sources in case of unsatisfactory purchases.

3. consumer protection
    - agencies
        - Federal Trade Commission
        - Bureau of Standards
        - Better Business Bureau
        - Major Appliance Consumer Action Panel
        - consumer protection centers
        - Governor's Office of Consumer Protection
    - making complaints

Student Learning Activities

Suggest a way to file warranties and instruction booklets at home in case they are needed for reference.

Invite a person from a consumer protection agency to talk with class members about common complaints of homemakers and ways these are dealt with by the agency. Ask the person to give pointers on how to make wise buys in home furnishings.

Read regulations that have been designed to protect consumers and translate these into a list of the rights and responsibilities of consumers.

Research and write reports on agencies that were formed to protect consumers from fraud, unethical merchandising, and shoddy goods. Describe the process involved for a consumer who might be unsatisfied with a purchase.

Write a practice letter to an agency making a complaint about some household good or appliance that has not functioned as it should. Read the letter to classmates and have them suggest improvements in approach and content.

Resources:

"Your Home Furnishings Dollar." Household Finance Corporation. Guidelines for purchasing home furnishings and decorating accessories. Forty-page booklet.

"Consumer Expectations--Services and Warranties." Association of Home Appliance Manufacturers. Free loan filmstrip presenting industry's response to consumer expectations about warranties and customer service.

Resources (continued):

"Appliance Labeling." Gulf States Utilities. Slides discuss mandatory government labels developed by Federal Trade Commission and National Bureau of Standards under Energy Policy and Conservation Act of 1975.

"Your Equipment Dollar." Household Finance Corporation. Booklet. Suggestions for purchasing large and small appliances for the home.

"How to Buy and Use Appliances for All They Are Worth." Gulf States Utilities. Slide presentation to create wise buyers and consumers of electricity. Considerations in buying major appliances for the kitchen. Free loan.

"Redress: Examining the Issues." Gulf States Utilities. Portfolio with background information, points of view, and learning experiences for participants in consumer redress. Duplicating masters, wall charts. Free loan.

Level Four

IV. HOME PLANNING

Topic: E. Home improvements

Objectives:
1. Plan details of a scheme for home improvement.
2. Demonstrate ways to renovate used items in the home.
3. Suggest factors to consider when remodeling a home.

Content	Student Learning Activities
By having plans for home improvements made before starting, one can save resources and results will be more harmonious. 1. improvement schemes -integral plan short term goals long term goals -budget saving ideas	As a class choose a decoration project for a house, apartment, or manufactured home. Make a complete plan for the home. Include a time schedule for acquiring needed items and projected costs. Consider needs and tastes of the people who will live there.
	Contract with a mobile home dealer to move a used manufactured home onto the school campus. Have class members plan and implement a renovation project on the home, then return the finished product, with its improvements, for the dealer to sell. (For details on this project, contact Libby Crouch, Home Economist, Manufactured Housing Consultant, 721 Woodlawn, Kilgore, TX 75662.)
	+ FHA members write a series of articles for the local newspaper on budget-saving ideas for the homemaker. Illustrate the articles with photographs or sketches.
	Working in an actual situation, make a five-year plan for home improvements. Break the plan down into steps to show what can be accomplished one year at a time to work toward completion of the total plan. Calculate the budget for the project.

Content	Student Learning Activities
New uses can be found for used household items. 2. recycling used items -refinishing -reconstruction -removal	+ Practice recycling some household objects. Rescue used or discarded items and work out ways to give them new life. Make pillows, rugs, or quilts from old fabrics; do small repairs on appliances. FHA members may use these activities to earn money for projects.
	On a bulletin board, show ways homemakers can realize cash from unneeded household items (garage sales, classified advertisements in newspapers, trade-offs or trade-ins, selling to dealers).
	Demonstrate ways to refinish furniture (wood treatments, reupholstery, recaning seats, structural repair).
	Display recycled items and use the title "One Man's Trash Is Another Man's Treasure."
Structural changes in a home may be necessary to improve the living space. 3. remodeling -minor changes -major changes	Visit a home where remodeling has been done recently. Talk with the home owner about reasons for the changes and the process involved.
	Practice some simple reconstruction within a given space (put up shelves, hang a screen door, build a deck, install a privacy screen) and evaluate the results.
	Visit an old home in the community that has been restored. Discuss changes made to retain authenticity or to modernize it.
	Have a panel discussion with a home remodeling contractor and a customer. Learn what is involved in such projects and how to get one started.

Resources:

Belina, Virginia. "Planning for Your Own Apartment." Home Economics School Service. 1975. High-interest book for slow readers. How to find suitable apartment, leases and rental agreements, furnishing apartments. Teacher's guide. Ninety-six pages.

"How To Decorate Your Home." Sears. Multimedia kit with samples, templates, filmstrips, workbooks.

Cumming, Anita. Interior Decorating: A Practical Approach. Bennett Publishing Company. Series shows how a small budget can produce pleasant rooms. Floor plans, traffic patterns, color, accessories, and budget are concepts in the series. Five filmstrips and five cassettes.

Flulkner, Sarah. Planning a Home. Holt, Rinehart and Winston. 1980. Comprehensive introduction to interior design, considered from problem-solving point of view. Written for interior design majors in college and those interested in designing their own homes.

"Home Decoration: 44 Activities." Home Economics School Service. 1976. Set of 44 effective spirit master lessons clarifies personal tastes in home furnishings. Quizzes on choosing china, wallpaper, furniture styles, room arrangements, color schemes, lighting. Open-ended questions ask students to make choices and explain them.

"Housing and Home Furnishings: Your Personal Environment." Maclean-Hunter. Practical information on home design and decorating, maintenance, and financing. How to reduce housekeeping, save money on repairs, determine what one can afford in rent and mortgage. Multimedia program has four color filmstrips with cassettes, spirit masters, and teacher's guide.

"Inexpensive Apartment Decorating." Interpretive Education. How to dress up an ordinary apartment inexpensively. Basic decorating hints and sources for inexpensive furnishings. Filmstrip and cassette, instructor's guide.

Naar, Jon, and Molly Siple. Living in One Room. Home Economics School Service. 1976. Imaginative ideas for one-room apartment. Stresses inexpensive solutions to problems of fitting sleeping, eating, entertaining, work and hobbies into limited space. Illustrated. One-hundred-sixty pages.

Resources (continued):

Roy, Doreen. Champagne Decorating on a Beer Budget. Home Economics School Serivce. 1977. Directed at people who have little money to spend on decorating. Directions for dealing with aging furniture, worn floors, and bare windows.

"Plan a Sewing Center." Louisiana Cooperative Extension Service. Free Pamphlet.

"Attractive, Efficient Work Rooms." Louisiana Cooperative Extension Service. Free pamphlet.

"Garage Sale." NASCO. Game establishes guidelines on buying and using secondhand items.

"Delightful Discoveries in Home Decorating." Conso Products. Complete directions for making the handkerchief fold drapery, the balloon shade, and the round table cover.

Sewing for the Home. McCall Pattern Company. Hardcover. Do-it-yourself decorating for the whole house.

"Rugs and Wall Hangings." Coats and Clark, Inc. Projects using crochet, latch hook, and cross-stitch techniques.

McConald, Robert J. Upholstery Repair and Restoration: A Complete Guide to Fabric and Leather Upholstery Repair. Scribner Book Companies. 1978. Photos and diagrams.

Perry, L. Day. Seat Weaving. Bennett Publishing Company. Cane, reed, rush, and splints chair seat restoration. Ninety-four pages. Softbound.

"How to Refinish Wood Furniture." Centron Films. Filmstrip and cassette.

Hall, Alan, and James Heard. Wood Finishing and Refinishing. Holt, Rinehart and Winston. 1981. Basic repairs, stripping, sanding, choice of finish, application, and maintenance. Tips on wood tools, safety, spot repairs, and cost-cutting methods. Two-hundred-sixteen pages.

Tierney, William F. Modern Upholstering Methods. McKnight Publishing Co. Basic guide for beginner. Step-by-step procedures, fabrics, careers available, tools and terms. One-hundred fifty-two pages. Hardcover.

"Carpet Furniture Plans." Bissell Consumer Service Institute. Simple construction plans to produce carpeted couch, table, storage units or bed. Free in quantities.

Resources (continued):

"New Life for Old Dwellings." Consumer Information Center. 1979. How to decide if a house is suitable for rehabilitation; how to plan the restoration and do the work. Ninety-five pages.

"Remodeling a House--Will It Be Worthwhile?" Consumer Information Center. 1978. What to consider when deciding whether or not a wood-frame house is worth restoring. Free. Nine pages.

Interior Design Workshop for Home Economics Teachers. One week, low cost workshop in July. For more information contact the Fashion and Art Institute of Dallas, 2829 W.N.W. Highway, Dallas, TX 75220.

Level Four

V. HOUSING TRENDS

Topic: A. Factors affecting housing

Objectives:

1. Describe ways that changes in society produce changes in housing.
2. Discuss economic factors that have impact on the housing situation.
3. List technological advances that have produced innovations in housing.
4. Discuss relationships between the growth of the housing industry and environmental concerns.

Content	Student Learning Activities
The field of housing responds to changes in society. 1. societal changes -population fluctuations -population mobility -urban density -suburban sprawl -special needs -changes in values and standards	Examine a chart of the population growth in this country over the past century; identify the "bulges" or points at which many people were born. What implications can be drawn related to immediate and long-range housing needs? Discuss effects that trends in marriage age, family size, divorce rates, and life expectancy have on housing. Visit the home of a handicapped person and observe changes made to provide access; or visit a building designed for elderly residents and note structural modifications made. Discuss whether or not special needs of people are being met in today's housing designs. Invite a long-time resident of your community to talk to the class about changes noted over the past few decades in housing being provided for people in the area. Discuss reasons for these changes.

Content	Student Learning Activities
The state of the general economy is reflected in housing trends. 2. economics -availability of money interest rates inflation prosperity of population -availability of materials -availability of labor	Clip magazine and newspaper articles that show ways people cope when housing becomes expensive (smaller home, prefabricated housing, fewer luxuries, intergenerational households).
	Ask a real estate agent to estimate the cost of a standard house in 1960, in 1970, in 1980 and today. Compare these prices with the median income in those years. Has the cost of housing gone up faster than the ability to pay for it?
	List factors in the general economy that have an effect on the housing industry and explain each process.
The housing industry incorporates changes in technology to provide homes for people. 3. technology -new materials -automation -changes in mode of work	Ask an experienced builder to tell class members what changes have taken place in housing in the past 30 years in regard to materials, techniques, and customer preferences.
	Look at a display of photographs of homes in which parents and grandparents grew up. Point out differences that exist between them and modern housing. To what factors can such changes be attributed?
	Compare cost of lumber or building stone 10 years ago with current prices. Have other building materials shown the same price changes? How have synthetic materials replaced natural materials and why?
	Visit a mobile home dealer or a place where manufactured, kit, or modular homes are built. Observe materials used and construction techniques employed. Determine the growth of the manufactured housing industry compared to "stick built" housing, and suggest reasons for the differences.

Content	Student Learning Activities
Providing housing for people requires making changes in the environment. 4. environmental concerns -availability of resources -pollution -ecological balance	Ask an environmentalist or conservationist to discuss effects that human communities have on the environment (air and water quality, wildlife, waste disposal). Consider suggestions for minimizing detrimental effects.
	Investigate and report on the laws in effect in your area designed to protect the environment. How do these affect the housing industry?
	Make two lists--one of renewable resources and one of non-renewable resources that are used in housing. Can substitutions be made to prevent depletion of non-renewable resources?

Resources:

Garrett, Pauline. Consumer Housing. Bennett Publishing Co. 1972. Chapter 11, "Housing for Older Americans and the Physically Impaired;" Chapter 12, "Social Responsibilities in Housing."

"The Housing Crisis: A Place To Live?" Home Economics School Service. 1977. Color filmstrip and cassette; guide. Consequences of population boom of 1950's and dropping off of housing construction. Significance of high interest rates, inflation, changing housing life-styles. Questions future trends.

Sherwood, Ruth and George Sherwood. Homes, Today and Tomorrow. Bennett Publishing Co. 1976. Teacher's guide. Homes of past, present, and future. Activity suggestions. Four-hundred sixty-four pages. Hardcover. Visual Masters, student guide. Answer Key.

"The Future of the Environment." Prentice-Hall. Source materials from science fiction, newspaper and magazine articles, and reports. Paperback. Teacher's Guide has activities and futuristic techniques.

Myers, Charles B. and C. Barry Knisley. The Environmental Crisis: Will We Survive? Prentice-Hall. Stimulating readings designed to provoke student discussion. Paperbound. Teacher's guide.

Level Four

HOUSING TRENDS

Topic: B. Housing and government

Objectives:
1. Name and describe functions of governmental agencies that deal with housing.
2. Explain how the government and the community control financing, construction, and use of housing.

Content	Student Learning Activities
Governmental organizations have been designed to finance and regulate housing.	Ask representatives from FHA, FmHA, and HUD to explain financing and regulatory functions of their agencies.
1. housing agencies -Federal Housing Authority (FHA) -Farmers Home Administration (FmHA) -Housing and Urban Development (HUD) -Local Housing Authority (LHA) -Division of Community Development Planning Commission	Ask a local government official what housing agencies are represented in your community and what services they perform. Class members research and report on several housing agencies giving their purposes, jurisdiction, and activities.
Legislation helps shape policies of financing, construction, and use of housing.	Read about current housing legislation and report to class. Discuss ways these may have affected people in your community.
2. housing legislation -current programs and policies -subsidies -tax structure -regulations -building codes -zoning	Discuss ways housing legislation is designed to help people in special circumstances (people discriminated against because of race, people with low income, people suffering loss of housing from catastrophes, such as floods or tornadoes). Sit in on a meeting of a local zoning board to see the process involved in community regulation of housing.

Content	Student Learning Activities
	Observe a zoning map of the local community to see which areas are commercial, residential, or planned for some other use. Locate your home, school and other familiar places on the map.
	Read the poster exhibited at the site of a construction project. Why is this put up and who does it?

Resources:

Fish, Gertrude S. The Story of Housing. Macmillan Publishing Co. 1979. Historical, social, political, and economic nature of housing. Intricate portrayal of housing's changing nature, suggesting that solutions to complex housing problems involve constructive input from many sectors. Series of topics by authorities in the field. Five-hundred-fifty pages. Hardcover. Advanced level.

Lindamood, Suzanne, and Sherman D. Hanna. Housing, Society, and Consumers: An Introduction. West Publishing Co. 1979. Overview of housing conditions and norms, basic concepts needed to make good housing decisions, the housing market, and housing activities of federal and local government agencies, and housing of the future. Four-hundred-ninety-eight pages. Hardcover. Advanced.

Morris, E. W. and M. Winter. Housing, Family and Society. John Wiley & Sons. 1978. Examines family housing problems in analytical framework using sociological theory and empirical research. Three-hundred seventy-eight pages. Advanced level.

Level Four

V. HOUSING TRENDS

Topic: C. Housing as a social concern

Objectives:
1. Tell how poor housing can have negative effects on social conditions.
2. Give examples of social conditions that contribute to poor housing.
3. Describe ways people can act to improve housing conditions in society.

Content	Student Learning Activities
Poor housing can contribute to the detriment of society.	Discuss effects that poor housing could have on families.
1. effects of poor housing -causes overcrowding poor design substandard housing lack of housing -effects lack of privacy spread of disease family conflicts personal problems	Consult current housing statistics for your part of the state and learn what conditions need to be improved. Report ways communicable diseases are spread. What implications does this have for housing conditions? Role-play a situation in which overcrowding in the home has caused problems in family relationships. Class members suggest ways to resolve the conflict. Write a "minimum standard" for housing. Describe characteristics that should be available to everyone. Would you want to live where only minimum standards are applied? Give examples of ways poorly designed housing can cause problems among people.

Content	Student Learning Activities
Conditions in society may cause deterioration of housing situations. 2. effects of social conditions on housing -population shifts -deterioration of community coherence -industrial development -unemployment and poverty -devaluation of property	Discuss the advantages and disadvantages of having homogeneous populations living in close proximity (housing developments for elderly people, low income people in the same neighborhood, apartment buildings for single people only). Would you like to live this way? Why or why not? Technology has helped make housing better. What detrimental effects have technological advancements had on the way people live? Discuss factors that might cause devaluation of property. What happens to a neighborhood when property becomes devaluated? How could this be prevented?
Social actions can result in improved housing conditions. 3. actions for improving housing -legislation -regulation -building inspection -sanitation -financial -educational -self-help programs	Ask a legislator to explain how housing laws are passed and how individuals or community groups can influence legislation. Read accounts of groups that have worked together to improve their living conditions. Analyze the process by which success was achieved. Visit the local Cooperative Extension office and talk with agents and home economists about ways they work with people to help them solve housing problems. Describe a housing problem common to people in your community and explore avenues for providing remedies or solutions.

Resources:

Frieden, Bernard J. The Nation's Housing: 1975 to 1985. U. S. Department of Housing and Urban Development. 1977. One-hundred fifty-five pages. Advanced level.

Cassidy, Robert. Livable Cities. Holt, Rinehart and Winston. 1980. This practical guide to rebuilding urban America shows how citizens can organize and act effectively to restore the health of their neighborhoods. Two-hundred sixty-four pages. Paper or hardback. Advanced level.

Tretten, Rudie W. Cities in Crisis: Decay or Renewal. Prentice-Hall. Designed to encourage student involvement, open discussion, and analytical thought on conflicting viewpoints. Paperbound. Teacher's guide.

"Your Housing Rights." U. S. Department of Housing and Urban Development. Free booklet.

"The Walls Come Tumbling Down." Association Films. Thirty-minute color film rental. Public housing tenants in St. Louis take over management of their units and provide model for tenant management experiments in six other cities.

Wedin, Carol and Gertrude Nygren. Housing Perspectives. Burgess Publishing Company. 1979. Two-hundred ninety-one page paper. Examines housing from both macro- and micro-approach.

"Your Home, Your Community." Maclean-Hunter. Roles, rights, and responsibilities of community members. Ways to affect change. Multi-media kit has color filmstrip with cassette, eight spirit masters, wall chart, and teacher's guide.

"The Housing Crisis: A Place To Live?" School Media Associates. 1977. Current problems of rising home prices and questions about developing new housing trends. Filmstrip, cassette, and discussion guide.

"Turning Around." Association Films. Twenty-three-minute color film rental. Homeowners in 40 cities fighting red-lining practices and preserving their neighborhoods through Housing Service Program.

Level Four

V. HOUSING TRENDS

Topic: D. Future developments in housing

Objectives:
1. Predict future developments that may occur in the housing field based on current trends in construction technology.
2. Explore effects new sources of energy may have on housing.
3. Describe how changes in society may cause housing to alter in the future.

Content	Student Learning Activities
Homes in the future will be affected by new technology. 1. innovative construction techniques -trends in housing types geodesic domes prefabricated kits modules manufactured earth sheltered solar passive active -new use of materials foam plastic cement recycled materials	Look through current magazines related to housing and note trends featured in types of homes planned and materials utilized. Collect these into categories for a scrapbook. Invite a housing contractor to tell of future developments envisioned in the contruction field. See a film or television presentation or read a book that predicts future events for this country and discuss the implications that these could have for housing. Talk with people in your community who have experimented with innovative housing designs, techniques, or materials. Learn their evaluation of these experiences and recommendations for future use.
New energy sources probably will be utilized in the homes of tomorrow. 2. new energy sources -solar heating and cooling -wind and water power -geothermal heat -garbage combustion	Read sources that explore possibilities of emphasizing alternative sources of energy for home use in this country. Read and report experiences people in other countries have had (geothermal home heating in Iceland, solar heating in Europe, wind energy in Holland).

Content	Student Learning Activities
Changes in living patterns may mean that housing will change to meet new needs.	Talk with parents and grandparents about changes in living patterns they have noted over their lifetimes. Observe how young people in your community have adopted life-styles different from their parents. Discuss implications of your observations on housing trends for the future.
3. changes in life-style -increase in single homeowners -smaller housholds -increase in non-related housemates -homeowners with boarders -communal living -return to the inner cities -migration into smaller towns -back-to-nature or self-sufficiency -planned cities -above or below water dwellings -space colonies	Analyze current science fiction movies or television presentations in terms of the living facilities of the people. Are all of these pure conjecture, or are any ideas feasible? Write a short essay giving your ideas for "Housing in the Future."

Resources:

Lewis, Evelyn. Housing Decisions. Goodheart-Willcox Co. 1978. Chapter 11, "Housing Needs Today"; Chapter 12, "Housing for Tomorrow."

Newmark, Norma and Patricia Thompson. Self, Space and Shelter. Harper and Row. 1977. Chapter 15, "Future Prospects: Housing in the Twenty-first Century."

"Tapping the Source." Gulf States Utilities. Eighteen-minute color film. Grades 9-12. Traces man's interest in the sun from ancient times to present development of solar energy. Free loan.

"Energy Alternatives--Solar: The Source." Bergwall Productions, Inc. 1981. Details active, passive, and hybrid system processes including collection, conversion, and storage in thermal, photovoltaic, ocean thermal, wind, and bioconversion. Present and future applications. Color filmstrip with cassette. Study guide.

"Solar Energy." Milliken Publishing Company. Lessons define solar energy and describe its use in tomorrow's world as well as the world of today. Multimedia package with transparencies, duplicating masters, and teacher's guide.

Resources (continued):

"Solar Energy." Energy Research and Development Administration. 1975. Pamphlet explaining solar energy and its future prospects.

"Wind Energy Information Directory." Consumer Information Center. 1979. Publications and contacts for the consumer and the technical expert. Twenty-eight pages.

Buggey, JoAnne, and June Tyler. The Energy Crisis: What Are Our Choices? Prentice-Hall. Students encouraged to evaluate conflicting viewpoints and arrive at their own personal conclusions. Paperbound. Teacher's guide.

"This 'Energy Crisis'--Is It Real?" Changing Times Education Service. The nation's resources vs. current and future energy needs. Mini-unit contains 40 copies of reading material, transparency and spirit-master, and teaching guide.

"Solar Architecture." Solar Systems International. Sixty slides showing alternative styles of architecture and energy saving structures with solar applications.

"Passive Solar Energy House Designs." Iowa State University. Thirty-minute videotape. Advanced level.

"The Solar Quest." Polished Apple. Present and future view of solar technology with emphasis on home design. Twelve-minute filmstrip and cassette.

Coffee, Frank. The Self-Sufficient House. Holt, Rinehart and Winston. 1981. Guide to making the home as independent as possible of outside utilities. Water supply from natural sources, generating electricity, solar heat and other independent climate control means. Two-hundred twenty-four pages.

Primer to Earth Sheltered Living. Underground Homes. A look at underground homes of the future.

"Energy Conservation by Building Underground." Underground Space Center.

"Earth Sheltered Housing Design." Underground Space Center. Manual on planning to structural design, with examples of existing houses.

Level Four

V. HOUSING TRENDS

Topic: E. Housing occupations

Objectives:
1. Describe careers related to housing, and possibilities for advancement and job satisfaction.
2. Outline ways to increase employability for housing-related jobs.
3. Discuss current trends in housing-related occupations.

Content	Student Learning Activities
A variety of jobs are possible for people interested in working in the housing field.	Have each student interview a person representing one of the career clusters. Ask about jobs related to the one the person performs. Determine tasks involved in the job and satisfactions gained. Share interview results in class.
1. jobs related to housing -career clusters construction contracting counselling decoration education finance maintenance manufacturing planning sales and service supervision -career ladders entry-level positions technical or mid-level positions professional level -job-related factors working conditions pay and benefits advancement opportunities	Design a bulletin board to illustrate job families or career clusters, with pictures of people doing related work grouped together. Define the term "career ladder" and give an example in the field of housing occupations. Name some jobs that people with no experience could enter that are related to housing. For each job, name two other positions that would be possible because of experience in the first job and perhaps additional training. Compare advantages and disadvantages of several housing related jobs. On a poster show starting salaries of several jobs in housing. Discuss reasons for differences.

Content

Entrance into housing occupations is smoother for the person who is well-prepared.

2. preparation for housing occupations
   - competencies
     - aptitudes
     - skills
     - training
     - experience
     - interest
   - employability
     - health
     - mobility
     - personality traits
     - responsibility
   - seeking jobs in housing
     - sources of information
       - personal contacts
       - school placement offices
       - library
       - newspaper
       - employment agency
       - Dictionary of Occupations
       - Occupational Outlook Handbook
     - making application
       - written application
       - interview

Student Learning Activities

Study a paycheck of a person in the housing field and determine why differences may occur between amount earned and amount received.

Ask a guidance counselor to discuss how different aptitudes may be useful in different jobs related to housing and how a person's aptitudes may be determined.

Investigate opportunities for training in job-related occupations and make a reference file of information for students. Include vocational-technical schools, colleges and universities, trade schools, and apprenticeships.

Read job descriptions of several occupations in the housing industry and list characteristics of people who would be good applicants.

Tell how one's personal traits might make him more suitable for one kind of job than another.

Role-play a situation in which an employee is seeking a job and being interviewed by an employer. Point out good and poor behavior.

Scan the classified ads in the local newspaper and see what kinds of jobs in housing are available.

Ask a librarian to show you where information on jobs may be found. Search the sources to read about those related to housing.

Analyze your own abilities, interests, and employability and determine whether or not you are interested in employment in housing.

Content	Student Learning Activities
Certain trends in society have implications for housing occupations. 3. trends in housing occupations -growth of service industries -reduced sex stereotyping in jobs -more women entering labor force -application of new technology -emphasis on energy conservation	Read current newspaper reports about employment in general and discuss implications for employment in housing. Become familiar with trade journals in housing areas and read information published related to the future of jobs in the field. Ask an employer in a housing field what retraining of employees is needed and what skills will be needed in the future. Talk to a guidance counselor to learn what employment predictions have been made for housing related occupations.

Resources:

Lux, Donald. Introduction to Construction Careers. McKnight Publishing Co. Basic construction functions of surveying, designing, engineering, building, landscaping. Students design and construct model house to meet needs of typical family. Teacher's Package (guide, four filmstrips, two cassettes, 30 achievement tests). Student text-activity Manual.

Allen, Phyllis. The Young Decorator. Brigham Young University Press. 1975. Chapter 9, "What Is an Interior Designer."

Schneider, Rita. Interior Design Careers. Prentice-Hall. 1977. Paper.

Schwartz, Sidney. Housing Careers. Prentice-Hall. 1970. Paperback.

"Careers in Interior Design." Educational Dimensions Group. Top professionals discuss problems of design, training, and job opportunities. Showrooms, studios, and marketplace views are presented. Two color filmstrips, two cassettes; teacher's guide; library kit.

Doyle, Robert V. Your Career in Interior Design. Home Economics School Service. 1975. Preparation, tools of the trade, organizations and interior design specialties a student should know as a career are considered. Hardbound. Illustrated. Two-hundred-eight pages.

Resources (continued):

"Careers in Housing: The Interior." Maclean-Hunter. Interior designers, craftsmen, marketing executives, and people in related jobs in government, home economics education, and publishing discuss housing careers. Multimedia program includes four filmstrips with cassettes and teacher's guide.

"The Job Outlook in Brief." Consumer Information Center. 1980. Trends and prospects through 1985 for more than 250 different occupations. Twenty-two pages.

"Job Service: How It Works for You." Consumer Information Center. 1979. 'No fee' services for both job seekers and employers from the 2,[illegible]00 public employment offices around the country. Free. Ten pages.

HOUSING

LEVEL FIVE

Independent Modules

1. Decorating the Living Room
2. Saving Home Energy
3. Home Improvement on a Budget

LEVEL FIVE

Housing - Independent Modules
(Grade 12, Adults)

The independent teaching modules outlined in this section were designed for use by mature learners interested in a specific area related to housing and with a need to study it in depth.

Students are assumed to have current or impending responsibilities for providing housing for themselves or their families and to have this home available as a laboratory in which ideas can be applied.

Teachers may find the modules useful as independent units of study in adult education classes during the semester, or in an extended program. Several modules may be used together to form a course for more mature high school seniors. Modules may be integrated into the semester course or other units on housing when more than passing interest is indicated in one particular conceptual area, or when enrichment is desired for higher ability students.

The three outlines presented here illustrate only a few of the possible modules which could be developed from the conceptual framework. The teacher is urged to design modules in other areas as students demonstrate interest and need.

The three Modules developed as examples for this Guide and their major objectives are:

Module 1. DECORATING THE LIVING ROOM

Produce an integrated plan for decorating a living room that meets individual tastes, needs, and resources.

Module 2. SAVING HOME ENERGY

Demonstrate ways to reduce waste and make more efficient use of energy in the home.

Module 3. HOME IMPROVEMENT ON A BUDGET

Practice home improvement techniques that cost little or no money.

Other modules that might be developed are:

SIMPLE HOME REPAIRS

HOME PLANNING

HOUSEHOLD MANAGEMENT

CRAFTS FOR THE HOME

APARTMENT LIVING

HOUSING FOR THE HANDICAPPED

BUYING A HOME

IMPROVING HOME STORAGE

HOUSEHOLD EQUIPMENT

HOME SAFETY

FURNITURE RENOVATION

SETTING UP HOUSEKEEPING

Level Five

Housing - Independent Modules

Module 1: DECORATING THE LIVING ROOM

Major Objective: Produce an integrated plan for decorating a living room which meets individual tastes, needs, and resources

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Level Five

Module 1: Decorating the Living Room

I. HOUSING CHOICES

Topic: C. Factors influencing housing choices

Objective: Describe ways that a family's activities help determine the decoration appropriate for their living space.

Content	Student Learning Activities
A well-planned living room accommodates the activities of the people who use it.	Do an "Activity Inventory" of the family's uses of the living room in your home. Label them "often," "occasional," and "seldom." Keep these for reference in making the decoration plan.
4. activities -home centered -community centered -space needs -social situation -life styles	For each activity of the family, list characteristics desirable in the space in which it is carried out. (Reading: comfortable chair, direct light, quiet, storage for magazines and books).
	Hold a round table discussion of the factors influencing family life-styles. Define the style of life that your family prefers--formal, informal, or somewhere in between.
	Determine the impression that family members would like to give of themselves to the people who enter their home.
	Start a scrapbook of living room decoration ideas. Begin collecting clippings illustrating rooms planned for activities similar to those of your family.
	Take a picture of the living room as it looks now and share it with the class. Keep it in the scrapbook.

Level Five - Module 1

I. HOUSING CHOICES

Topic: D. Housing alternatives

Objective: Tell how the structure of a living room influences the living arrangements of its occupants.

Content	Student Learning Activities
The structure of a living room forms the basic shell within which family activities can occur. 3. influence of structure -safety -privacy -sharing -self-esteem	Analyze a living room in terms of dimensions, traffic patterns, proximity to other areas in the home, and special characteristics, such as structural features (bay window, French doors, fireplace, beamed ceiling). List the good points and the poor points of the living room. Decide which of these you want to enhance and which need to be covered up or modified in some way. Find illustrations of living room ideas featuring structural characteristics similar to those in your room and ways these have been emphasized or underplayed. Place these illustrations in the scrapbook of ideas started earlier.

Level Five - Module 1

II. ECONOMICS OF HOUSING

Topic: A. Housing and the economy

Objective: Make a budget for home decoration that is feasible within the family's resources.

Content	Student Learning Activities
Limitations of the budget help determine the resources available for home decoration projects.	Determine the amount of money available in the family's budget to spend on redecorating the living room. Divide this into two categories--available now, and available in the near future (within the year). Keep these limitations in mind when considering expenditures.
2. the housing budget -proportion of income for housing -primary cost house payment and interest rent -related costs of housing utilities taxes upkeep insurance furnishings and equipment costs of commuting	Inventory the furnishings now in use or available and decide which items will be kept in the room, which ones need alteration, and which ones must be replaced. Consult catalogs and visit furniture showrooms to get ideas of current prices of home furnishings. Decide if the money available for decoration will be limited, moderate, or ample. Collect clippings of furnishings that fit in your price range and add those to your scrapbook.

Level Five - Module 1

IV. HOME PLANNING

Topic: A. Use of space

Objectives: 1. Determine the space needed for a family's social activities and related storage in the living area.

2. Demonstrate ways that the use of space can be improved.

Content	Student Learning Activities
The living room, as a social area, has different functions from other areas of the home. 1. areas in the home -private bedroom bathroom -service kitchen utility rooms workshop -social living room dining room entry porch, patio, deck -storage closets pantry	Analyze the situation of the living room to see how other adjacent areas may need to be taken into consideration when the living room is decorated (adjacent space may be visible, same activity may occur in adjoining spaces).
Optimal use of available space improves satisfaction with the living area. 4. improving the use of home space -reallocation of use -reorganization of existing space -providing new space.	List the items that must be stored in the living room and decide if storage space is adequate. Are there other items in the house that need to be moved into the living room for use or storage? Consider storage of guests' coats. Look objectively at the efficiency of the present storage space. Are items stored at the nearest point of use? Are they easy to retrieve? Is there unused space? Is rearrangement needed? Make improvements by

Content	Student Learning Activities
	cleaning out, rearranging, or by constructing new space. Continue to add to the scrapbook ideas on storage devices, and appealing uses of living room space.

Level Five - Module 1

IV. HOME PLANNING

Topic: B. Home decoration

Objectives:
1. Define elements, principles, and types of design.
2. Identify various styles used in home decoration.
3. Demonstrate creative compositions in interior design.

Content	Student Learning Activities
Knowing the elements, principles, and types of design aids in planning pleasing home decor.	Review the placement of colors in the color wheel, noting how combinations of primary colors give secondary colors, and primary and secondary together give intermediate or tertiary colors.
1. design in the home -elements color form line texture -principles proportion balance rhythm emphasis harmony -types structural decorative	Point out examples of neutral colors and of variations in intensity and value. Which colors appeal most to you? Give examples of decorator names for colors and describe their hue, value, and intensity (Nile-soft blue-green; Scarlet-intense medium red; Canary-high, light yellow). Consider the scale of the living area. Decide whether furnishings will need to be small, or may be massive to suit the area and the mood you desire. Give examples of various forms found in living room furnishings. On a picture of a living room use a marking pen to outline the dominant forms and lines. Describe in words the mood or feeling that these forms and lines portray.

Content	Student Learning Activities
	Decide what sort of textures appeal to you (smooth, napped, rough, furry). Which of these textures are compatible with your preferences in other elements of design? On a page of your scrapbook, sketch out the colors, forms, lines, and textures that appeal to your tastes. Use actual samples of fabrics and other materials if possible. From the collage of items on the page choose the ones that "belong" together and discard those that do not "fit." Search magazines and find illustrations of living rooms that utilize the elements of design that appeal to you. Of the furnishings that you will retain in the living room, what colors, forms, lines, patterns, and textures are represented? Do these fit into your ideas for decorating the room? Observe examples of various color schemes (monochromatic, complementary, split-complementary, analogous, triadic). Which schemes most closely resemble your combination of color schemes? Analyze elements you have and new elements you would like to add. Decide whether or not they are harmonious. Evaluate the composition of elements using the principles of design. Have a classmate critique your choices. Make substitutions, if these are indicated, until you

Content	Student Learning Activities
	are satisfied with the collage.
	Point out illustrations of structural and decorative designs. Which mode, or in what combination, do you prefer?
The style chosen for a family's living room should reflect the tastes of the occupants.	See films or consult resource books for examples of various styles in interior decoration. Considering your family's needs and the items you must incorporate into the scheme, which general style seems most suitable to you?
2. styles -period -traditional -contemporary -eclectic	If more than one style is appealing, experiment with ways to integrate them to make them seem to belong together.
	Visit a furniture showroom and talk with sales people about styles that are in current fashion, those that are classic, and the advantages of each.
	Observe living rooms in open houses, housing museums, or model homes. Analyze effects produced that appeal to you and determine if there are ideas you could adapt.
	Collect clippings of styles of decoration you prefer and add these to the scrapbook.
The individuality of the family members may be evident in the decor of their living space.	Think of the family's particular interests, hobbies, crafts, or collections that could be integrated into the scheme for the living room. Collect ideas and design a display for these. Will they influence the colors or styles you choose?
3. planning home decoration -taste beauty utility order excellence -creativity individuality expression	What family talents or skills could add to the decoration of the living room? (painting, macrame, weaving, embroidery)

Content	Student Learning Activities
	Choose three adjectives that describe the effects you wish to produce in your living room. Add these to the scrapbook and keep them in mind as you take further steps to create the space that expresses your family's individuality.

Level Five - Module 1

IV. HOME PLANNING

Topic: C. Home interiors

Objectives:

1. Choose surface treatments for the living room that are appropriate for its occupants and its furnishings.
2. Plan treatment of windows and doors suitable for the room exposure, traffic patterns, activities, and style.
3. Explain the importance of lighting in the living room.
4. Select and arrange furniture and accessories appropriately.

Content	Student Learning Activities
A basic knowledge of surface treatments will help in making appropriate decisions in decoration of the living room. 1. surface treatments -floors non-resiliant resiliant -walls and wall coverings -ceilings	Invite a sub-contractor who installs flooring to talk to the class about materials used. Learn what advantages and disadvantages are inherent in the various materials, and their comparative costs. Which materials wear best, and which require least care? Considering the use that your living room will receive and the characteristics you desire, which floor covering materials seem most suitable? Measure your living room and calculate the cost of installing new floor coverings. Decide whether or not the present floor covering is suitable for the decoration project. Could it be used if it were renovated? Visit a carpet showroom and ask to be shown what fabrics and styles are available. Ask questions about costs, care, durability, and desirability.

Content	Student Learning Activities
	Investigate advantages and disadvantages of different types of carpets and rugs. Consider added costs involved in purchase, such as lining, binding, installation.
	Calculate cost of various carpets and rugs to fit your living room dimensions.
	Determine whether or not you will have a carpet or rug in your living room and the quality you can afford.
	Determine the type of material used in the walls in your living room. Decide if they will remain as they are, be replaced, or be covered over.
	Visit a wall covering store to observe the variety of wall treatments available. Compare costs, durability, and care necessary for ones you like.
	Decide what wall treatment will be used in your decoration scheme and choose the color that fits into the plan you are developing.
	See a demonstration of wallpapering, painting, or installing panels, carpets, or other materials. Practice techniques you would use if you did this yourself. Estimate the cost of hiring another to do this.
	Obtain samples of the floor and wall coverings that you are considering for your decoration project and add these to your scrapbook.

Content	Student Learning Activities
	Investigate the condition of the ceiling in your living room and decide if this needs to be replaced or can be refinished over the old material. Investigate treatments available.
	Select the type of ceiling treatment that will fit into the decorating scheme you are planning. Consider the insulating capacity of the ceiling and effects it will lend to the total plan.
Window and door treatments should be appropriate for the room exposure, illumination needs, traffic patterns, privacy desired, and style of the room.	Draw a sketch of the windows in your living room on a transparency. On other sheets of transparent film draw a variety of window treatments. Test various treatments for effects they produce on the basic outline.
2. window and door treatments -shades and blinds -curtains and draperies -shutters	Consider the source of light in the room and the orientation to the sun. Decide if you need privacy, or if the room may be open to view. Consider the view from the living room and whether or not it would be an advantage to feature it.
	Make a list of the characteristics you wish to have in the window treatment for the living room. Select one or two possible ideas you might use.
	Visit a decorator's shop or a fabric store and collect samples of drapery materials similar to the colors and lines you prefer. If you have chosen shades or blinds, get color samples of these also.
	Compare costs of the window treatments you are considering. Think of the care needed by each of them.

Content	Student Learning Activities
Lighting chosen for the living room should be suitable for the activities of the family and the illumination effects desired.	Analyze the room to determine if available light will be adequate for the activities. Consider both natural and artificial light sources. Decide where light should be added.
3. lighting -types -sources -placement	Tour a lighting store or lamp department in a store and see the types of lighting devices available. Decide which ones could fill your needs.
	Consider special lighting effects, such as recessed light, track lighting, highlights on interest points, and dimming switches. Decide if these are desirable.
	Continue your scrapbook by adding ideas about lighting fixtures.
Furniture and accessories for the living room are chosen for utility, interest, and attractiveness.	Considering the furnishings you have available, what pieces need to be added to fill the needs of your family?
4. furniture and accessories -selection -arrangement	Observe a cutaway of a piece of furniture to see the construction techniques used. Point out features that contribute to the durability of the piece.
	Compare wearability of various kinds of upholstery materials, woods, and other furnishings materials. Consider care involved.
	Have an interior designer demonstrate how furnishings are chosen to make pleasing combinations.
	Compare costs of several furniture pieces you are considering. Place them in order on a priority list of ones you would like to have. Keep notes and sketches of each and collect samples of fabrics used in

the upholstered pieces to add to your scrapbook.

Consider the scale of your living room and its furnishings. Decide if more space could be obtained by using smaller pieces, or by rearranging furniture.

List objects that are needed to serve a function in the living room (wastebaskets, pillows, vases, fireplace hardware). Collect ideas of the cost of buying these, after you decide whether or not existing objects need to be replaced.

Analyze the spaces that will be vacant when the room is furnished with necessary items. Decide if the space is desirable in itself, or if it would be more pleasing filled with decorative objects or plants.

Decide whether or not plants will add enough decoration to the room to make up for the trouble they cause in care. Consider light and temperature of the room before choosing plants, and seek advice of a nurseryman.

Consider decorations you possess. If these do not fill the need in the room, collect ideas for additions you might make and put these in the scrapbook.

Level Five - Module 1

IV. HOME PLANNING

Topic: D. Buying household goods

Objectives:
1. Discuss factors to consider when buying living room furnishings.
2. List sources of information about household furnishings.

Content	Student Learning Activities
Several considerations should be made before investing in home furnishings to ensure satisfactory purchases. 1. considerations -initial cost -operation expense -urgency of need -use and features -permanency of residence -warranty -durability/quality -maintenance required	Investigate use of dual purpose furniture for your living room (sofa-beds, expandable tables, coffee tables that can be used as seating). Decide if these would be desirable in your case because of space or budget considerations. Consider the mobility of your situation and decide if this will be a factor in furnishing your living room. If so, think of choosing items that may be moved easily and ones that may be used in more than one room if your next residence requires changes. Check guarantees in effect on home furnishings.
The more information obtained about buying furnishings for the living room, the better decisions can be made. 2. source of information -labels -advertisements -consumer magazines and agencies -instruction booklets -Cooperative Extension Service publications -books, magazines	Share your experiences in obtaining information about home furnishings with other members of your class. Discuss the validity of the sources of information you have used. Display materials that provide information on home furnishings and interior decoration. Work out a loan system so these may be taken home for study. Add relevant consumer information to your scrapbook.

Level Five - Module 1

IV. HOME PLANNING

Topic: E. Home improvement

Objective: Produce a decoration scheme for a family's living room.

Content	Student Learning Activities
By integrating components studied in this unit, one can produce a plan for decorating the living room. 1. improvement schemes -integral plan short term goals long term goals -budget saving ideas	Consult the scrapbook of information you have collected about factors involved in interior decoration and the ideas for your own living room. Make decisions about colors, fabrics, furniture, and other final treatments you will use in the room. Make up a poster to show how your choices are integrated into a master scheme and display this in class for reactions from your classmates. Get approval of other family members for your final choices. Photograph the present living room so it can be part of a "before and after" comparison later. Add it to the scrapbook. Calculate total costs of the project and consider funds available now and later. Plan a decorating schedule for a given period of time. Put in sequence things that are needed immediately, those that can be put off until later, and those that can wait until last. List operations you can do yourself and ones you must hire done.

Content	Student Learning Activities
	Begin with the first steps. Evaluate the results. Continue with the plan, making alterations as needed. When completed, take a picture of the final results for the last page of the scrapbook. Compare it with the photograph made at the beginning of the project.

Resources:

"Homes for the Life Cycle." Maclean-Hunter. Changes in housing and furnishing requirements from beginning family to contracting family. Multimedia kit has filmstrip and cassette, eight activity sheets, wall chart, and teacher's guide.

Reid, William Jr. The Fundamentals of Interior Decoration. Home Economics School Service. 1976. Purposes of rooms, selection and arrangement of furnishings. Styles. Included are exercises, scrapbook activities, and furniture to cut and paste for decorating model rooms. Spiralbound workbook. One-hundred eighty-three pages.

Faulkner, Sarah. A Practical Guide to Interior Design: Planning a Home. Holt, Rinehart, and Winston. Introduction to interior design, from problem-solving point of view. Thirty-two color pages.

Garrett, Pauline. Consumer Housing. Bennett Publishing Co. 1972. Chapter 1, "Planning for Environmental Space"; Chapter 2, "Choosing Environmental Space."

Lewis, Evelyn. Housing Decisions. Goodheart-Willcox, 1978. Chapter 6, "The Question of Space."

"Working With Space." (Interior Design Series #2) Maclean-Hunter. Elements of design; basic design concepts. Guidelines for arranging furniture and functional purposes of different furniture forms. Multimedia kit has two color filmstrips with cassettes, wallchart, transparencies, spirit masters, and teacher's guide.

Levenson, Helene. Creating an Interior. Home Economics School Service. 1980. Introduction to interior design. History of design; explanation of theory. Interior design profession. Illustrated. Three-hundred-thirty pages.

Walch, Margaret. Color Source Book. Scribner Book Companies. 1979. Practical guide to color and color use. Photos. Swatches.

Resources (continued):

"Living Color." Maclean-Hunter. Students realize that color creates the greatest design impact for the least expense.

"Selecting Furniture: Part 1." (Home Decoration, Set 1) McGraw-Hill. Questions to consider before buying--need, likes, costs. Planning to suit life-style. Choosing styles to mix or match. Shopping around before buying. Color filmstrip/sound, guide, catalog card kit.

"Selecting Furniture: Part 2." (Home Decoration, Set 1) McGraw-Hill. Getting the most for the money. Selecting quality in basic pieces. Identifying good workmanship. Improvising with accessories. Color/sound filmstrip, guide, catalog card kit.

"Getting Beauty and Value for your Decorating Dollars." Ethan Allen, Inc. 1972. Tips on planning and buying home furnishings. Ninety-six-page booklet.

New Decorating Book. Better Homes and Gardens. 1981. Different looks (traditional, country and high style) and furniture. Furniture arrangements, windows, walls and ceilings, floors, lighting, storage, and accessories. Exterior decorating and paint treatments. Four-hundred thirty-two pages. Hardcover.

Wilson, Jose, and A. Leaman. The Second Complete Home Decorating Catalogue Holt, Rinehart, and Winston. 1981. Extensive information on mail-order items and ideas for decorating the home. Two-hundred twenty-four pages.

"Working With Backgrounds." (Interior Design Series #3) Maclean-Hunter. Experiments with color, light and texture in the home. How fiber content, weave and pattern of textiles determine use. Guidelines for purchasing wood furniture. How to design lighting arrangements. Two color filmstrips with cassettes, wallchart, eight transparencies, six spirit masters, teacher's guide.

"Selecting Fabrics." (Home Decoration, Set 2). McGraw-Hill. Natural and synthetic fibers for floor and wall coverings, drapes and upholstery. Properties and relative cost. Where and how to use them. Color/sound filmstrip, guide, catalog card kit.

"Techniques in Hanging Wallpaper." Centron Films. Twenty-minute film.

"Furniture Restoration." Louisiana Cooperative Extension Service. Thirty-two-page instructional booklet.

Designer Accessories To Make for Your Home. Maclean-Hunter. Low cost ideas keyed to decorative styles with tested instructions. Two-hundred pages. Softcover.

Resources (continued):

Decorating with Fabric. Maclean-Hunter. New Ideas for using fabrics in the home. Two-hundred thirty-six pages. Softcover.

"Make Your Own Pleated Draperies." Louisiana Cooperative Extension Service. Twelve-page booklet of instructions. Free.

"You, Too, Can Slipcover a Chair." Louisiana Cooperative Extension Service. Fourteen-page booklet with illustrated instructions. Free.

Educational Seminar: Sewing for the Home. Focuses on fabric, pattern and notions selection, texture and print coordination, project ideas. Coats and Clark home economist will present the program. For scheduling and seminar fee information, contact Educational Seminars Coordinator, Consumer and Educational Affairs Department, 72 Cummings Point Road, Stamford, CT 06902.

"Home Decoration Series." Home Economics School Service. Series of filmstrips focuses on the variety of problems faced by home decorators and emphasizes use of design techniques.

"Interior Decorating: A Practical Approach." Bennett Publishing Co. Five filmstrips and cassettes, teacher's guide. Floor Plans and Traffic Patterns; Color--What it Means to You; Accessories are the Key; Your Budget and You; The Eclectic Approach.

"A Welcome Home: Creative Ideas for Your Living Environment." Sperry and Hutchinson. Planning for space, warmth, privacy, special interest, and personal expression. Checklists for furnishings. Booklet, filmstrip, cassette, program guide.

"Decorating: An Individual Approach." (Home Decoration, Set 2) McGraw-Hill. Personal touches in furniture style, color schemes, fabrics, and accessories. Various looks and how to achieve them. Overcoming room problems. Color/sound filmstrip, guide, catalog card kit.

"Straight Talk--Decorating." Modern Talking Picture Service. An interior decorator answers questions from people in a television audience about practical problems in home decoration. Sixteen mm film. Thirty minutes, color. Free loan. Adult or senior level.

"Planning a Family Room?" Louisiana Cooperative Extension Service. Free pamphlet.

"Decor-Aide Idea Book." Space Planning. Seven hundred punch-out or cut-out templates of furniture on ¼" scale, with idea book.

Level Five

Module 2

SAVING HOME ENERGY

Level Five

Housing - Independent Modules

Module 2: SAVING HOME ENERGY

Major Objective: Demonstrate ways to reduce waste and make more efficient use of energy in the home.

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Level Five

Module 2: Saving Home Energy

I. HOUSING CHOICES

Topic: A. Human needs for shelter

Objective: Tell how home energy protects people and makes life easier.

Content	Student Learning Activities
Energy is used in the home to protect people from the weather and to make them more comfortable. 1. basic needs -shelter -protection -rest -nourishment	Review reasons for providing shelter for human beings. Cite cases of lack of shelter and its effects. List energy-using tasks that occur in the home and think of ways they contribute to human health and happiness. Decide which of these are essential and which are desirable.

Level Five - Module 2

I. HOUSING CHOICES

Topic: C. Factors influencing housing choices

Objectives: List factors that help determine the need for energy in the home.

Content

The amount of energy used in the home depends on the geographical location, the culture, and the family, and their activities.

1. geography
   - climate
   - topography
   - space available
   - natural resources
2. culture
   - religion and beliefs
   - values
   - goals and standards
   - customs
3. family
   - stage of life style
   - composition and size
   - permanency in community
   - special needs
     - children
     - older people
     - handicapped
   - personal tastes
   - resources available
4. activities
   - home centered
   - community centered
   - space needs
   - social situation
   - life style

Student Learning Activities

Describe the area where you live in terms of fluctuating annual temperatures, amount and direction of wind, and elevation. Discuss effects these factors have on living conditions and how home energy needs are determined by them.

List characteristics people desire in homes in your region. Which of these rely on energy? (air conditioning, laundry equipment, home entertainment).

Using a case study of a typical family's day in the home, analyze it for energy expenditures made. How could their activities be changed to save energy?

List natural sources of energy available in your area of the state. Make another list of the energy sources that people use in their homes. Compare the lists and discuss reasons people do or do not use the energy sources that are readily available.

Level Five - Module 2

II. ECONOMICS OF HOUSING

Topic: A. Housing and the economy

Objective: Identify the costs of home energy in the household budget.

Content	Student Learning Activities
Changes in the cost of energy are reflected in the housing budget, both directly and indirectly. 2. the housing budget -proportion of income for housing -primary cost house payment and interest rent -related costs of housing utilities taxes upkeep insurance furnishings and equipment costs of commuting services	Examine the annual household budget of the past year, or the past month. Determine costs of energy reflected in the budget. How do these expenses compare with those of three or five years ago? Discuss the hidden costs of energy that may affect the housing budget (such as rising prices of furniture due to increased costs of making, transporting, and selling it). Invite a representative from a local utility company to explain how a utility bill is calculated and changes in the costs of providing energy to the household that have occurred.

Level Five - Module 2

II. ECONOMICS OF HOUSING

Topic: B. Housing selection

Objective: Describe aspects of the structure of a house that affect energy conservation.

Content	Student Learning Activities
Structural features in a house may contribute to energy conservation or waste.	Read articles describing how housing structure can aid in conserving or wasting energy in the home. Share these reports with class members.
3. structural considerations -space -durability -safety -condition of exterior and interior -energy needs -maintenance requirements -style	See slides or photographs of poor housing construction that result in household energy waste. Discuss improvements indicated.
	Take a field trip to a local home under construction and talk with the builder about ways energy savings may or may not have been considered in its planning.
	Investigate products on the market designed for improving home structures for energy savings (insulation materials, caulking, window covers, sun screens). Display these in class and read labels and instruction guides to learn how they are used.

Level Five - Module 2

III. HOUSING MANAGEMENT

Topic: A. Housing systems

Objectives:

1. Describe how temperature control systems utilize energy to function.
2. List the components of the water and waste system that require energy.
3. Give examples of ways that system maintenance helps save energy.

Content

Knowing how temperature control systems function in the home is important in planning conservation measures.

1. temperature control
   - -heating
     - central heat
     - heat pumps
     - stoves/space heaters
     - solar heat
       - active
       - passive
     - fireplaces
   - -cooling and ventilation
     - air conditioning
       - window units
       - central
     - heat pump
     - fans
     - natural ventilation and shading
     - humidity control
     - insulation

Student Learning Activities

Bring clippings from recent newspapers and magazines showing energy saving heating systems available on the market. Describe principles of heat conservation that are utilized by these devices (drawing air from outside the house, interior heat circulation, improved combustion).

Ask an architect or home planner to talk about active and passive solar heating and how homes may be modified to take advantage of these principles and devices.

Using the principles of passive solar heating, devise a 24-hour plan for a summer day, and for a winter day, showing how solar heat may be able to augment your present system.

Visit a heating supply store and/or fireplace shop and see what equipment is available in your area. Learn advantages and disadvantages of each kind of system.

Content	Student Learning Activities
	See a demonstration of installation of a wood-burning stove. Consider advantages and disadvantages of this type of heat source for your area. Think of safety, maintenance, fuel supply, cost of fuel, work involved in providing fuel and maintaining fire, and the installation price.
	Visit a store where fans, air conditioning units, and humidity control devices are sold. Ask someone to describe their functions, advantages, and disadvantages.
	Display insulating fabrics designed for draperies in the home and decide whether or not some of these could be used in your situation. If so, make insulated curtains or draperies for the windows that need them.
	Learn how passive and active solar energy systems help cool a home. See a film or an illustrated lecture, or read informative sources and share with other class members.
	Ask a builder or a representative from a local utility company to explain the term "R value" to the class. Make charts showing the R value (thermal resistance) of a variety of insulation materials.
	Analyze the R value of insulation needed for homes in your area according to the annual temperature and the wind factor. Include wall, floor, and ceiling or roofing needs for insulation.
	Compare costs, advantages, and disadvantages of various types of insulating materials. Decide which are best for your home and budget.

Content	Student Learning Activities
Providing hot water for the household requires large energy expenditures. 2. water and waste transfer -water supply -plumbing -water heating -drainage sewer septic tank	Consult reference materials to learn what percentage of the household utility bill goes for heating water. Define "hard" and "soft" water. Ask the local water commissioner the degree of hardness of your community water supply and discuss the implications for energy use. Read about solar waste conditioners that have been designed for the individual household. Describe how these work, and how the resulting product can be recycled into the energy supply of the home.
Housing systems that are functioning efficiently help save energy. 4. increasing system efficiency -appropriate use -adjustments -cleaning -replacing components filters batteries parts	Analyze heat use in your home (overheating, areas being heated at times when heat is not needed, spaces heated that do not need heat). Decide what changes need to be made, if any, to conserve fuel. Demonstrate techniques to use with heating devises to help them function more efficiently (remove soot from pipes, use correct fuel, clean out residue or ash). Collect advertisements of cooling systems used in homes in your area. Analyze efficiency of each system and compare with its cost to install and operate. Ask a landscape architect to demonstrate how trees and shrubbery can be used around a home to cut down on energy needed for cooling. Plan ways these ideas could be used around your own home. Learn what prevailing winds occur in your area and apply these data to the ventilation system in your home. Could the natural ventilation be improved?

Content	Student Learning Activities
	Analyze the existing heating system in your home. Determine if more efficient use could be made of fuel or if structural improvements could help conserve heat loss.
	Demonstrate cleaning filters of air-conditioning systems. Discuss the relationship of clean filters to savings on energy use.
	Check the amount of insulation in your own home and determine whether or not it meets the specifications for your area. If not, determine which parts of the home are lacking and how much additional insulation is needed.
	Demonstrate how to apply several types of insulation materials to new and old homes. Watch for safety factors. Practice these techniques.
	Demonstrate the use of various caulking materials around air spaces at doors, windows, electrical outlets, and baseboards. Practice applying weatherstripping and using the caulking applicator.
	Investigate your own home for places where cool or warm air leakage may occur. Decide if fuel savings would warrent remedies and how problems could be solved.
	Learn how double or triple glazing can contribute to home insulation. Determine costs of replacing windows on old homes. Report on other techniques that may be used (sheet plastic over windows, storm windows, shutters, sunscreens).

Content	Student Learning Activities
	Ask a Cooperative Extension Service Home Economist about adequate water temperatures for laundry, bath, and dishwasher use. Examine your own water heater and see how high the temperature is set. Reduce this for a few days and evaluate.
	Construct a hot water heater blanket of insulated fabric and install it to help conserve heat. Get help from the utility company on ways to do this.
	Calculate the amount of water wasted annually if a faucet drips once every second. (Place a measuring cup under it, and time it until it is full.)

Level Five - Module 2

III. HOUSING MANAGEMENT

Topic: B. Home energy use

Objectives: 1. Describe sources of energy used in the home.

2. List ways the use of energy can be curtailed in the home.

Content	Student Learning Activities
Energy used in the home comes from a variety of sources.	Compare cost per BTU of various energy sources. Which sources are most efficient?
1. energy sources -human energy -electricity -fossil fuels gas oil coal -solar energy passive active -other geothermal nuclear wood wind	Read the electric meter in your home over a 24-hour period and record changes. Calculate the amount of energy used. Make a chart of the household energy use over the past year, using old fuel bills. Set a goal for reducing this amount during the coming month. Notice fluctuations during the year and explain these.
Household practices can contribute to waste or conservation of energy in the home.	Talk with an architect about the potential for solar and wind energy for homes in your area.
2. energy conservation -home design -improved insulation -equipment selection and use -energy efficient habits -calculating energy savings	Hear a debate on advantages and disadvantages of nuclear energy. Visit a nuclear energy plant, if one is near your community. List ways to conserve energy use in your own home. For each item on the list decide whether or not steps will be taken in the immediate future to remedy this, if long term plans need to be made for dealing with it, or if anticipated savings are not worth the efforts involved.

Content	Student Learning Activities
	Make a set of "house rules" for your family so energy use can be curtailed. Share these with family members for their suggestions. Post the rules as reminders in the home.
	Establish a reward system for the family if utility bills can be reduced by a certain amount each month (have a cook-out or picnic, a games night, or some other treat that all can enjoy).
	Ask the question: "Are you raising an Energy Waster?" Tell class members how even the youngest family members can learn to develop energy conservation habits.
	Give ideas for substituting human energy for fuel energy in the home. Decide which of these would be feasible. (Keep in mind the value of physical exercise for fitness!)
	Compare two houseplans, one of which was designed to conserve energy. Point out aspects in which they differ.

Level Five - Module 2

IV. HOME PLANNING

Topic: C. Home interiors

Objectives:
1. Show how careful selection of door and window coverings can aid in energy conservation.
2. Demonstrate ways to select and use household equipment to conserve energy.

Content	Student Learning Activities
Window and door insulation can help prevent home energy losses.	Demonstrate how window treatments may help control energy loss or gain.
2. window and door treatments -shades and blinds -curtains and draperies -shutters	Show good and poor examples of insulated door and window treatments.
By selecting and using household equipment carefully, one can curtail consumption of home energy.	Examine pieces of household equipment or read their literature and determine how much power is needed by each.
6. home equipment -kitchen equipment work centers or layouts appliances large small storage facilities -laundry equipment -bathroom fixtures -care of household equipment	List tasks in the home now performed by machine. Which really save wear and tear on the homemaker, and which are merely conveniences?
	Make a notebook of kitchen and laundry equipment information (amount of energy used to operate each piece, water required for washers, output of heat and light). Keep this information for reference when buying equipment.
	Invite a utility company home economist to talk about how energy use can be cut down by using certain techniques with home appliances.
	Make a bulletin board section available for "Tip of the Week" suggestions by class members on how to reduce energy use in the home.

Content	Student Learning Activities
	Talk with a member of the older generation about how work was performed in the home one or two generations ago. Are any of these methods usable today?
	Discuss advantages and disadvantages of community sharing of kitchen and laundry tasks to save energy and increase efficiency. How do many families now use commercial services to replace tasks once done in the home?
	Demonstrate ways to increase the efficiency of home appliances (clean or replace filters, pacing to save time that the equipment is on, replacing worn parts).

Level Five - Module 2

V. HOUSING TRENDS

Topic: D. Future developments in housing

Objectives:

1. Discuss new construction practices in housing that may have impact on use of energy in the home.
2. Describe new sources of energy for the home that may be used in the future.
3. Tell how people may change their living patterns to help conserve energy

Content	Student Learning Activities
Energy savings may be increased in the future by new materials and methods of home construction. 1. innovative construction techniques -geodesic domes -prefabricated kits modules manufactured -earth sheltered -solar passive active -new use of materials foam plastic cement recycled material	Find magazine articles to show various construction techniques being used in housing today that should help conserve energy. Ask a contractor or architect to talk about demands being made for energy-saving methods of home construction. Let them predict future housing trends they forsee based on available technology.
New sources of home energy may be available in the future, which will reduce reliance on scarce supplies of fuels currently in use. 2. new energy sources -solar heating and cooling -wind and water power -geothermal heat -garbage combustion	Read about energy sources available now that are not being fully utilized. Discuss advantages and disadvantages of exploring their use and determine how much lead time is needed to develop them fully. Report experiences people have had with energy sources, such as geothermal (in Iceland), garbage use (in Arizona), and solar or wind (several places).

Content	Student Learning Activities
	Talk with people who have worked or traveled abroad to learn what kinds of energy are used by people in other countries to make their households more liveable. Could any of their strategies be adapted for homes in this country?
	Write a short essay for your children. Tell them how your generation is helping them by prolonging fossil fuel resources. Tell them what energy sources you hope they will learn to use. Assume that this letter will be opened and read 20 years from now.
Changing patterns of life may be necessary in the future to deal with energy shortages.	Interview people and ask them how they are changing the way they live in order to lower utility costs.
3. changes in life-style -increase in single homeowners -smaller households -increase in non-related homeowners -homeowners with boarders	Read cases of families who have made drastic changes in their life-styles. Discuss adjustments they had to make and their evaluation of the experience.
-return to the inner cities -migration into smaller towns -back-to-nature or self-sufficiency -planned cities -communal living -above or below water dwellings -space colonies	Read about future plans for communities designed to deal with diminishing natural resources. Discuss their feasibility.

Resources:

"The Energy Crisis Comes Home." Maclean-Hunter. The elements and the importance of an energy-efficient home are discussed. Topics include building structure, heating and cooling systems, interior decoration, and personal consumption.

Harrison, Henry. Houses. National Association of Realtors. 1973. Chapter 7, "Mechanical Systems."

"RSim 10 Home Energy Simulator." Solar Systems International. Self-contained computer/simulators show present heating and cooling requirements and projected savings. Easy to operate analog computer needs no additional hardware. Student model or lecture-demonstration model available. Comes with student worksheets, activities, and instructor's manual. Transparencies available.

"Air-conditioning and Refrigeration." Milliken Publishing Company. Detailed lessons on principles of physics and chemistry which are the basis of cooling techniques. Multimedia kit with transparencies, duplicating masters, and teacher's guide.

Browne, Dan. Alternative Home Heating. Holt, Rinehart and Winston. 1980. Guide to getting the most cost-efficient heat as a supplement to fossil fuels; from solar systems, fireplaces and stoves, to heat pumps. One-hundred ninety-two pages.

Jones, Peter. How To Cut Heating and Cooling Costs. Maclean-Hunter. Energy-saving tips and projects for reducing home energy losses. Insulating, passive solar systems, tax deductions for energy efficiency. One-hundred forty-four pages. Softcover.

"7 Ways to Reduce Fuel Consumption in Household Heating--Through Energy Conservation." National Bureau of Standards. Pamphlet.

"11 Ways to Reduce Energy Consumption and Increase Comfort in Household Cooling." National Bureau of Standards. Pamphlet.

"Energy Efficiency in Room Air Conditioners." Consumer Information Center. Free pamphlet.

"ESP - Energy Savings Payback." Gulf States Utilities. Slide presentation on operating cost of gas appliances and virtue of comparative shopping for energy efficiency. Free loan.

Hickok, Floyd. Your Energy-Efficient Home: Improvements to Save Utility Dollars. Prentice-Hall. Explains fundamentals and problems of solar energy; description of engineering principles, heat loss, gain, distribution, storage. Paperback.

Resources (continued):

"Making the Most of Your Energy Dollars in Home Heating and Cooling." National Bureau of Standards. Pamphlet on improving existing rooms.

"Insulation Manual, Homes/Apartments." National Association of Home Builders Research Foundation, Inc.

"Energy Conservation, Heat Pumps." Federal Energy Administration. 1976. Improvements in existing homes.

"In the Bank...Or Up the Chimney?" Department of Housing and Urban Development. Conservation improvements in existing homes.

Coffee, Frank. The Self-Sufficient House. Holt, Rinehart and Winston. 1981. Guide to making a home as independent as possible of outside utilities. Two-hundred twenty-four pages. Hardcover or paperback.

"Eco-Tips #5: Energy Conservation." Concern, Inc. 1974. Energy sources and ways to conserve its use in the home.

Kleeberg, Irene C. The Home Energy Saver. Maclean-Hunter. Practical suggestions for cutting energy costs in every home. How to use and choose appliances; pros and cons of oil, gas, and coal; heating and insulation advice. Two-hundred-eight pages. Softcover.

"How to Watch Your Waste-Line." Gulf States Utilities. Slide presentation describes in detail energy required for various appliances. Future sources of energy are illustrated. Free loan.

"Conserving Energy Through Appliance Labeling." Gulf States Utilities. Slide presentation on energy efficiency labeling of room air conditioners. Free loan.

"Energy Conservation, Windows." Federal Energy Administration. 1976. Making energy conservation improvements in existing houses. Free.

Energy-Saving Projects You Can Build. Better Homes and Gardens. Fifty projects. Ninety-six pages. Hardcover.

"Solar Energy." Milliken Publishing Company. A set of lessons defining its uses in today's and tomorrow's world. Topics include terms, types of systems.

"Weatherize Your Home." Centron Films. Gives instructions for caulking, installing vapor barriers, and insulating. Eighteen minutes. Color film.

"Insights into Consumerism." Gulf States Utilities. Discussion guide on consumer protection legislation and product safety. Includes magazine with background information. Free loan.

Level Five

Module 3

HOME IMPROVEMENT ON A BUDGET

Level Five

Housing - Independent Modules

Module 3: HOME IMPROVEMENT ON A BUDGET

Major Objective: Practice home improvement techniques that cost little or no money.

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Module 3: Home Improvement on a Budget

I. HOUSING CHOICES

Topic: A. **Human needs for shelter**

Objectives:
1. List basic needs people have that should be met by housing.
2. Discuss secondary needs that housing helps fill.

Content	Student Learning Activities
Homes protect the people who live in them. 1. basic needs -shelter -protection -sustenance -rest -nourishment	Discuss needs that people have and the many ways that these are met by the house in which they live.
Homes reflect the way people feel about themselves. 2. secondary needs -belongingness -acceptance -respect -pride -self-actualization	Look at photographs of homes in a neighborhood similar to your own. Tell why the people who live in some of them could be proud and others not. What makes people proud of their homes? Explain the old saying, "A man's home is his castle." What control can people exert over their homes? Look at pictures of homes in magazines. What can you tell about the people who live in them? If someone were to come to your home, what could they tell about you?

Level Five - Module 3

I. HOUSING CHOICES

Topic: B The environment

Objective: Give examples of how people and their environments interact positively and negatively.

Content	Student Learning Activities
Both physical and mental health are affected by the environment. 3. interaction with people -positive results comfort health safety security -negative results depletion of resources pollution illness injury fear	Describe a room or a home you like to be in. How does it make you feel? What are characteristics of the place that cause you to feel that way? Give examples of how people pollute their environments. Include noise pollution, as well as litter, graffiti, and air pollution. What effects do these have on people, on their health, and on their emotions? What are some ways that people could improve the environment in which they live? Make a list of ways that one's neighborhood, home, and own private space could be improved.

Level Five - Module 3

I. HOUSING CHOICES

Topic: D. Housing alternatives

Objective: Show how the structure in which one lives helps determine one's living arrangements.

Content	Student Learning Activities
A person's house influences the way he or she lives. 3. influence of structure -safety -privacy -sharing -self-esteem	Visit homes of people of various income levels and of several types (apartments, single family dwellings, manufactured housing). Discuss ways that the type of home in which one lives can make a difference in how one lives. List the minimum requirements for housing that people should have. What happens when a family's housing does not meet the basic needs of all its members? Discuss ways people cope with inadequate housing.

Level Five - Module 3

II. ECONOMICS OF HOUSING

Topic: A. Housing and the economy

Objective: Calculate the amount of the family's budget that could be used on home improvements.

Content

The amount of funds available for home improvement and maintenance projects depends on the family's budget.

2. the housing budget
    - proportion of income for housing
    - primary cost
        house payment and interest
        rent
    - related costs of housing
        utilities
        taxes
        upkeep
        insurance
        furnishings and equipment
        costs of commuting
        services

Student Learning Activities

Estimate the amount of money available to spend on home improvements by using the following formula: Divide the monthly income by three; from one third, subtract the amount paid for rent or mortgage payments; subtract the amount paid for utility bills, taxes, and insurance; the remainder may be budgeted for home improvements.

Evaluate the method above of estimating funds available for home improvements. Under what circumstances could these funds be increased? Decreased?

Look at the budget for your own home and decide how much money is available to apply on home improvement projects.

Consult a catalog of home furnishings or visit a department or furniture store to learn what prices currently are in effect for household items.

Level Five - Module 3

III. HOUSING MANAGEMENT

Topic: C. **Home safety**

Objective: List hazards around the home to correct in order to prevent home accidents.

Content	Student Learning Activities
Home accidents can be prevented by following some precautionary measures.	Have a "Safety Search" around the house by family members. Let each person try to find as many safety hazards as possible and take steps to eliminate them.
1. accident prevention -causes of home accidents -safety precautions -safe use of home equipment	Read labels of items kept under the kitchen sink. Decide which would be hazardous if children found them. Store these in another place or lock them up.
	Discuss ways homes can be protected from fire hazards (smoke alarms, fire drills for the family, safety measures with space heaters, care when smoking in the home).
	Demonstrate how to store an old refrigerator to prevent children from being locked inside.
	Practice repairing frayed electrical cords and faulty plugs. Eliminate other electrical hazards around the house (too many cords from one outlet, broken outlets, "shorts" in appliances or connections).

Level Five - Module 3

III. HOUSING MANAGEMENT

Topic: D. **Maintaining the home**

Objectives:
1. List reasons for improving home maintenance practices.
2. Describe ways to maintain the exterior of the home.
3. Demonstrate methods of keeping the interior of the home clean and running smoothly.

Content	Student Learning Activities
By improving home maintenance practices, one can improve the home environment. 1. importance of home maintenance -reduce accidents -prevent disease -increase property value -improve appearance -improve functioning -preserve structure -prevent repairs -increase satisfaction	Look at two homes in your neighborhood of the same size and made of the same materials. Compare one that is well-maintained with one that is poorly maintained. What difference in price would each demand on the housing market? Give an example of how a well-maintained home would encourage children in a family to bring their friends home, and thus be supervised better by their parents. Describe people you know who take pride in their home. What things do they do to maintain it?
The exterior of the home can be improved through careful maintenance. 2. exterior maintenance -preventive care inspection painting cleaning -minor repairs -major repairs -landscaping for energy conservation as hobby aesthetic appeal	Visit a store where home maintenance supplies and equipment are sold. Learn what equipment is for rent. See home maintenance demonstrations (painting techniques, replacing window panes, repairing leaks, making small carpentry repairs such as mending steps). Determine whether or not these tasks are needed in your home. If so, carry them out. Have a roofer explain to the class how to spot roofing troubles. Ask about roof repairs, replacement costs, and the warranty that comes with these.

Content

Keeping a clean house in good repair can improve the home and make life more satisfying for its occupants.

3. interior maintenance
    - simple repairs
        - plumbing
        - electrical
        - structural
    - home cleaning
        - materials and finishes
        - cleaning tools
        - cleaning agents
        - cleaning methods
    - sanitation
        - trash and garbage control
        - pest control
        - mildew
        - food storage
        - caring for pets

Student Learning Activities

Compare two homes, with and without planned landscaping. What are the advantages and disadvantages of having plants around a home?

Visit a plant nursery and ask someone to indicate plants suitable for home landscaping and how to set them out and care for them.

Analyze the trash and garbage disposal system in your home and plan ways to improve it.

Have a person from a pest control service talk to the class about preventive measures to use around the home to keep household pests to a minimum.

List other household sanitation problems (drainage, pet care, food storage) and discuss ways these can be handled.

Collect basic household cleaning supplies into a basket with handles so it can be carried easily to all parts of the house.

See a demonstration on how to clean the kitchen range, refrigerator, and laundry equipment. Practice these methods at home.

Make a display of cleaning materials and tools that can be used for different purposes. Collect ideas that are low cost or no cost.

Demonstrate methods for maintaining a clean bathroom (mildew control, cleaning fixtures, simple repairs).

Practice simple home repairs (replacing window pane, repairing screens, caulking leaks).

Content	Student Learning Activities
	Play a question and answer game with half the class asking questions about cleaning supplies and the other half reading labels to seek the answers.
	Visit the office of the Cooperative Extension Service in your parish and meet the home economist. Learn what kinds of informational bulletins are available and what kinds of programs are offered to homemakers in your community.
	Observe techniques of furniture care (shampooing, waxing, covering scratches in wood, vacuuming).
	Invite a utility company home economist to demonstrate how to operate home appliances to save money on fuel bills.
	Check the temperature of your hot water heater setting. Ask the home economist from the utility company the best setting to use to save on utility bills.
	Check filters and lint traps on laundry and air conditioning equipment to see that these are clean so they can do their best job.
	Consult resource materials to learn about fabric finishes that can be applied to household fabrics to make them easier to care for.

Level Five - Module 3

III. HOUSING MANAGEMENT

Topic: E. Home responsibilities

Objectives:
1. Devise a plan for sharing household tasks among family members.
2. Describe ways people can provide a better environment for the family by promoting positive human relations.

Content	Student Learning Activities
Sharing responsibilities of home care can involve all family members in home improvement goals. 1. sharing home care tasks -list routine chores interior exterior -schedule household tasks daily weekly monthly seasonal -division of labor -cooperation	List things around the house that need to be cleaned periodically. Write each cleaning task on an index card. Divide the tasks into Daily, Weekly, Monthly, and Seasonal. Design a card file to help organize household cleaning chores systematically. In the corner of each task card write the initial of the person in the family who should do this task. Post the cards on bulletin board at home each week and enlist the help of the family to help keep the house neat. Try using a "duty wheel" with home task responsibilities; or design a "chore jar" where special jobs are described on small pieces of paper and family members draw duties. Plan a family celebration upon completion of a major home improvement job (house painting, yard cleanup, reorganization of storage space).

Content	Student Learning Activities
Satisfaction with the home environment can result when relationships among family members, with neighbors, and within the community are positive. 2. living with others -being a good family member sharing space sharing home responsibilities respecting privacy respecting rights of others -being a good neighbor noise and pollution control respecting private property maintaining the neighborhood -being a good citizen litter control respecting public property speaking out on housing issues	Name the members of your family and tell where each has a private space. If some do not have privacy, is there some part of the home where this could be arranged? Discuss reasons for having a private spot to call one's own. Name areas of the house that are shared space. Who has responsibility for maintaining these areas? Discuss responsibilities that neighbors have for one another and for their neighborhood in general. Invite a member of the local community improvement council to talk about goals of the organization. If no such group is working in your neighborhood, perhaps class members could discuss ways to start one if they think one is needed. Read about communities that have had "cleanup, fixup, paintup" campaigns. How did these get started, and how were they organized? How did they try to involve all members of the community. What environmental problems are prevalent in your community (mosquitos, poor drainage, loose animals)? What are the processes through which these kinds of problems get solved?

IV. HOME PLANNING

Topic: A. Use of space

Objective: Improve home storage space.

Content	Student Learning Activities
The function and efficiency of a home can be improved by making good use of storage space.	Make a bulletin board of clippings from magazines and newspapers showing ways to make wise use of storage space.
4. improving the use of home space -reallocation of use -reorganizing existing space -providing new space	Analyze the amount of storage space available in your home. Decide whether or not these spaces are adequate for the things you want to store in them.
	Evaluate storage spaces in your home, following a checklist with criteria such as these: things stored near place of use; articles stored fit space available; things used most are easiest to reach; things alike are stored together; storage space neat and clean.
	Visit a store to see what storage aids are available. Which of these could be substituted by using less expensive materials? (shoe boxes instead of plastic boxes; box lids in drawers instead of plastic dividers; homemade shelving instead of purchased)
	See a demonstration on constructing shelves or other simple storage devices. Plan and implement simple construction projects for your home.
	Take a look at the items in the cabinets and on the counters in your kitchen and laundry area. Are

Content	Student Learning Activities
	there more efficient ways of storing these to allow more work space?
	Read resource materials to learn the suggested sequence for washing and storing dishes. Would this work in your kitchen? Why or why not?
	Have a "clean-out" day at home and rid the house of all things not used in the past few years, or will not be used in the coming year. Decide if items should be thrown out, or if other people could use them.
	With a group a neighbors plan a "garage sale" and convert non-used items into money which can be used for other needs.
	How are soiled laundry items handled in your home? Is there a better way to collect, process, and return clean clothes to storage space? Involve other family members in planning improvements in the routine.
	Decide whether or not there could be a better way to store cleaning tools such as mops and brooms in your home. Check to see that these are put away in clean condition so they are ready for use when needed.
	Study kitchen planning guides to see examples of a "work triangle ." In your own kitchen measure the distances connecting the stove, refrigerator, and sink. How does your kitchen measure up? Is an improved arrangement feasible?

Level Five - Module 3

IV. HOME PLANNING

Topic: D. Buying household goods

Objectives:
1. Discuss factors to consider before spending money on items for the home.
2. List sources of consumer information on household items.
3. Describe the process involved in resolving consumer complaints.

Content	Student Learning Activities
Careful consideration before making a purchase may help save resources 1. considerations -initial cost -operation expense -urgency of need -use and features -permanency of residence -warranty -durability/quality -maintenance required	Discuss factors that should go into a decision to make a major purchase for the home. Arrange these in order of their importance. Discuss advantages and disadvantages of purchasing household goods on time payments. Calculate interest charges on a roomful of furniture which is paid off over a period of two years. Read warranties on several pieces of equipment for the home. Define terms that are not clear. In cases of failure, what must a consumer do?
Information for consumers about household goods is available from a variety of sources. 2. sources of information -labels -advertisements -consumer magazines and agencies -instruction booklet -Cooperative Extension Service publications -books, magazines	Study advertisements from newspapers or magazines to determine how they try to appeal to customers, what information they provide, and what they do not. Visit a furniture store and ask the people there to show class members what to look for in selecting furniture that will give them the best wear for their money. Make a display of household linens. Compare their quality and price. Read labels and learn care needed by each kind of material.

Content	Student Learning Activities
	Read a report in a consumer magazine about a household article which you are considering purchasing. List brands that are recommended and learn why they were considered best.
Consumers are protected from unfair practices and poor quality goods but must take steps to make their complaints heard.	Ask a person from a consumer protection agency to explain rights and responsibilities of the consumer of household goods and services and how consumers are protected from fraud.
3. consumer protection -agencies Federal Trade Commission Bureau of Standards Better Business Bureau Major Appliance Consumer Action Panel consumer protection centers Governor's Office on Consumer Protection	Role play a situation in which a customer with an unsatisfactory purchase returns it to the store to ask for a refund. Discuss ways this can be done to satisfy all concerned.
-making complaints	Practice writing a letter to a manufacturer of an appliance that did not function as it should. What redress should a consumer expect?

Level Five - Module 3

IV. HOME PLANNING

Topic: E. Home improvements

Objectives:
1. List improvements planned for the home over the next three years.
2. Demonstrate ways used items in the home can be made suitable for new use.
3. Discuss remodeling that may be necessary to improve the home.

Content	Student Learning Activities
Making a plan for improving the home over a period of time can help use resources more economically. 1. improvement schemes -integral plan short term goals long term goals -budget saving ideas	Write out a list of improvements you would like to make your home more livable. Indicate items of high priority and feasibility and plan specific steps to accomplish them. If redecoration is planned. build a color scheme around a favorite picture or fabric design. Use the colors found in these items for curtains, upholstery material, cushions, paint, rugs, lamps, and other accessories. Decide which items on the list can be made or done by you or someone else in the family to save money.
By reusing items available in the home, one can stretch money for home improvements. 2. recycling used items -refinishing -reconstruction -removal	Analyze available furnishings to decide which ones can be integrated into the total plan by improving their appearance or by making simple repairs and which ones should be replaced. See a demonstration of how to use natural objects for home decoration. (Wild flowers may be gathered and pressed to make pictures for the walls; sea shell collections may be made into displays; dried arrangements may be constructed of local plants.)

Content	Student Learning Activities
	See a demonstration on ways to refinish furniture, tie springs, re-pad, and re-upholster. Practice techniques on pieces of furniture from your home.
	Demonstrate how to use scraps of material to make household furnishings such as rugs, quilts, and pillows.
	Visit local stores to find creative ways to make items, such as bottles and driftwood, into lamps or other useful articles.
Some home improvement projects may require structural changes in the building.	Decide if structural changes would improve your home. Ask a reliable contractor to estimate what these changes would cost.
3. remodeling -minor changes -major changes	Analyze changes needed and see if a substitute solution may be found. (Instead of building a wall for privacy, use a screen; use rooms for some other purpose or for dual purposes.)
	Make a scrapbook of low cost ideas for home improvement. Add to it and use it as references for innovations you might try in the future.

Level Five - Module 3

V. HOUSING TRENDS

Topic: C. Housing as a social concern

Objectives:
1. Describe ways poor housing can negatively affect the people who live in it.
2. Discuss effects that social conditions have on housing.
3. Describe actions that may be taken to improve housing.

Content	Student Learning Activities
Problems in society may be aggravated by the quality of housing in which people live. 1. effects of poor housing on society -causes overcrowding poor design substandard housing lack of housing -effects lack of privacy spread of disease family conflicts personal problems	Discuss how social problems are related to the type of housing in which people live. Consider the importance for physical and mental health. Think about the segment of the population in your community with the poorest housing and discuss some reasons possible for this type of condition to exist.
Deterioration of housing may be related to social conditions. 2. effects of social conditions on housing -population shifts -deterioration of community coherence -industrial development -unemployment and poverty -devaluation of property	Ask a resident who has lived in your community for 30 years or more to tell about changes that have occurred, and how these have affected the way people live. Discuss changes that are taking place in your neighborhood today and effects this might have on the quality of the housing situation.

Content

Housing improvements may be made when people work together for the good of the community.

3. actions for improving housing
   - legislation
   - regulation
     - building inspection
     - sanitation
   - financial
   - educational
   - self-help programs

Student Learning Activities

List educational opportunities in your community that might help people meet their housing needs. What are requirements for enrolling in these programs? How are they advertised? What is the cost?

Read case studies of self-help programs that have allowed people to improve their environment.

Invite a banker to tell how to apply for home improvement loans.

Hear a panel of landlords and tenants discuss rights and responsibilities of the two roles and how differences may be resolved.

List ways the community environment may be improved without spending large sums of money. Are these ideas in effect in your community? Why or why not?

Ask a councilman to talk about housing regulations in effect in your community. Find out how these regulations are made and who makes decisions.

Investigate types of home improvement programs that may be available through local housing and community development agencies. Report to the class on criteria established for participation and responsibilities involved.

Resources:

Wedin, Carol and Gertrude L. Nygren. Housing Perspectives, Individuals and Families. Burgess Publishing Co. 1976. Part three, "Environmental Settings."

St. Marie, Satenig. Homes Are for People. John Wiley and Sons, 1973. "The Need for Personal Space," pages 13-33; "Storage," pages 185-201.

Garrett, Pauline. Consumer Housing. Bennett Publishing Co. 1972. Chapter 1, "Planning for Environmental Space"; Chapter 5, "The Home Improvement Project"; Chapter 6, "Decorating Decisions"; Chapter 7, "Fun with Furnishings"; Chapter 8, "Cues for Clean and Safe Homes" and "Maintenance--A Continuous Project."

"Improve--Don't Move." West Glen Films. Seventeen minute color film on home remodeling and improvement. Includes concepts for increasing home value while reducing maintenance costs by using aluminum siding. Take-home brochures. Free loan to adult groups.

Complete Guide to Home Repair, Maintenance and Improvement. Better Homes and Gardens. Home's systems and the basic tools, techniques, and finishes needed to maintain them. Five-hundred fifty-two pages. Hardcover.

Whitman, Roger C. More First Aid for the Ailing House. McGraw-Hill. 1977. Money-saving ways to improve house and property, written in the form of questions and answers. Three-hundred-seventy pages. Hardcover.

"General Maintenance." (Series) DCA Educational Products. 1981. Set of eight general maintenance booklets or sight-plus-sound filmstrips includes: Replacing Glass in a Wood Sash, Replacing Screen in an Aluminum Frame, Repairing a Hole in a Plasterboard Wall, Installing a Door Passage Set, Installing an Anchorboard, Painting an Interior Wall, Painting an Exterior Wall, Dry Shampooing a Carpet.

"Home Maintenance." Bennett Publishing Co. Set of five filmstrips with cassettes plus reading scripts and 10 correlated visual masters.

"Home Maintenance." Interpretive Education. This program explains how to do basic repairs around the home. Topics include changing fuses, checking circuit breakers, cleaning and changing a furnace filter, and repairing a leaky sink. Two filmstrips and two cassettes.

Weiss, William. Home Maintenance. Bennett Publishing Company. A how-to-text for common household repairs. Describes tools and materials required; procedures are simplified and clarified with step-by-step illustrations.

Resources (continued):

"Outdoor Painting." West Glen Films. Surface preparation, types of paint, application, quantity estimation, choosing tools. Filmstrip or slides with sound cassette or record.

"Indoor Painting." West Glen Films. Filmstrip or slide set with cassette or record. How to paint with professional results. Discussion guide and take-home literature.

"Budget Redecorating with Paint." West Glen Films. Ideas for economical home "spruce up." Complementary uses of color, lighting, and paint. Filmstrip or slides.

Step-by-Step Basic Wiring. Better Homes and Gardens. Tools for electrical work, solutions for electrical problems, and electrical basics and procedures. Twenty-two projects. Ninety-six pages. Hardcover.

"Electricity." DCA Educational Products. 1981. Set of 10 booklets and/or sound filmstrips include Installing a Light Fixture, Installing a Dimmer Switch, Replacing a Single Pole Switch, and others.

"Plumbing." DCA Educational Products. 1981. Set of nine do-it-yourself booklets include: Replacing a Faucet Washer, Repairing a Washerless Faucet, Replacing a Float Ball and Flush Ball, and others. Filmstrips available.

Step-by-Step Basic Plumbing. Better Homes and Gardens. Plumbing repairs and improvements with instructions and illustrations. Forty-two projects. Ninety-six pages. Hardcover.

Step-by-Step Basic Carpentry. Better Homes and Gardens. 1981. From setting up a workshop to building basic projects. Ninety-six pages. Hardcover.

"Kitchen Shelves." Louisiana Cooperative Extension Service. Easy-to-read leaflet. Free.

"New Room in Your Kitchen--A Study of Organization." Rubbermaid Company. Film on making the most of kitchen space.

"Great Spaces and Private Places." West Glen Films. Color filmstrip. Projects and money saving built-ins to help expand space in today's small houses. Free loan to adult groups.

Storage Projects You Can Build. Better Homes and Gardens. Sixty-one projects. Ninety-six pages. Hardcover.

"Clothes Closets." Louisiana Cooperative Extension Service. Free leaflet.

Resources (continued):

"Let's Get Organized." Gulf States Utilities. Kit with filmstrip and record, teacher's manual, script, lesson plan, and resource material on proper food storage. Free loan.

"This Way to a Better Home." Soap and Detergent Association. Manual for those working with families relocating to public housing, a renovated apartment, a new home. Advice on moving, cleaning, setting up housekeeping schedules. Loose-leaf book contains teaching guide, information sheets and checklists, charts, and posters.

"Appliance Finishes." Gulf States Utilities. Kit with examples of appliance finishes and information about their composition and care. Handouts. Free loan.

Riccio, Dolores and Joan Bingham. Make It Yourself: A Consumer's Guide to Cutting Household Costs. Home Economics School Service. 1978. Making household products at home: cleansers, polishes, soap, candles, insect repellents. One-hundred seventy-four pages.

Roy, Doreen. Champagne Decorating on a Beer Budget. Home Economics School Service. 1977. Directions for dealing with aging furniture, worn floors, and bare windows. Things to look for in used furniture, directions for upholstering, making furniture, curtains, accessories, and bed coverings. Two-hundred twenty-four pages.

Barkin, Carol and Elizabeth James. Slapdash Decorating. Home Economics School Service. 1978. Paperback. Shows 75 creative ways to fix up old furniture, organize a closet, make furnishings. One hundred twenty five pages.

"Dollar-wise Decorating." Maclean-Hunter. Creating a comfortable interior on a low budget. Designing surroundings that meet personal and family needs, values, and preferences. Multimedia kit has filmstrip, cassette, activity sheets, wall chart, and teacher's guide.

Rug Making. Better Homes and Gardens. Fifty projects. Ninety-six pages. Hardcover.

"The City as an Ecosystem." Interpretive Education. Environmental education is the goal of this series. Inter-relationships and interdependencies of plants, animals, and their physical environments. Five filmstrips and five cassettes.

APPENDIX

LOUISIANA ADOPTED TEXTBOOKS - 1980

Housing

Bennett	
HOMES, TODAY AND TOMORROW 1976	9-12
Classroom World	
MODERN HOME ECONOMICS (6 cassettes)	9-12
Unit 1: Your Home and Its Furnishings 1971	
E. M. Coleman	
CONSUMER EDUCATION STARTER PROGRAM-KITS	11-12
Housing, 1974	
Goodheart-Willcox	
HOUSING DECISIONS 1978	9-12
Gregg	
THE CONTEMPORARY CONSUMER SERIES	9-12
Housing, Furniture and Appliances 1974	
A PLACE OF YOUR OWN 1978	
Heath	
HOMES WITH CHARACTER 1980	11-12
Maclean-Hunter Learning Resources	
CAREERS IN HOUSING: THE INTERIOR (Record or cassette) 1974	7-12
INTERIOR DESIGN SERIES (record or cassette) 1977	7-12
A Living Environment	
Working with Space	
Working with Backgrounds	
Creating Your Own Personal Space	
Complete Program	
Macmillan	
HOUSING AND MANAGEMENT, 2nd Ed. 1969	9-12
McKnight Publishing	
EXPLORING LIVING ENVIRONMENTS, 4th Ed. 1977	7-12
Student Activity Booklet (30)	
Filmstrips/Cassettes (6)	
Prentice-Hall, Inc.	
HOUSING CAREERS (Paper) 1977	9-12
INTERIOR DESIGN CAREERS (Paper) 1977	9-12
CROSSROADS: HOME ECONOMICS AND THE WORKING WORLD	7-12
Unit IV--Housing and Interior Design 1975	
Webster	
THE HOME: ITS FURNISHINGS AND EQUIPMENT, 2nd Ed. 1979	9-12
THE HOME: ITS FURNISHINGS AND EQUIPMENT 1970	
INTERIOR DESIGN 1979	

ADDRESSES OF PUBLISHERS AND SUPPLIERS OF HOUSING RESOURCES LISTED IN THIS GUIDE

Aims Instructional Media Service
P.O. Box 1010
Hollywood, CA 90021

American Gas Association
1515 Wilson Blvd.
Arlington, VA 22209

American Institute for Economic Research
Great Barrington, MA 01230

Association Films, Inc.
34 Macquesten Parkway South
Mount Vernon, NY 10550

Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

Barrier Free Environments, Inc.
P.O. Box 30634
Raleigh, NC 27622

Bennett Publishing Company
809 West Detweiller Dr.
Peoria, IL 61615

Bergwall Productions, Inc.
839 Stewart Avenue
Garden City, NJ 11530

Better Homes and Gardens Books Publishing Group/Meredith Corporation
Locust at 17th
Des Moines, IA 50336

Bissell Consumer Service Institute
P.O. Box 1888
Grand Rapids, MI 49501

Brigham Young University
205 University Press Bldg.
Provo, UT 84601

Burgess Publishing Co.
7108 Ohms Lane
Minneapolis, MN 55435

Centron Films
1621 W. 9th, Box 687
Lawrence, KS 66044

Changing Times Education Service
1729 H Street, N.W.
Washington, DC 20006

Channing L. Bete Co., Inc.
Box 112
Greenfield, MA 01301

Classroom World
22 Glenwood Ave.
P.O. Box 28166
Raleigh, NC 27602

Coats and Clark, Inc.
P.O. Box 1010
Toccoa, GA 30577

Conso Products Co.
261 Fifth Ave.
New York, NY 10016

Collegiate Distributing Company
315 Whitney Avenue
New Haven, CT 06511

Concern, Inc.
2233 Wisconsin Ave.,N.W.
Washington, DC 20007

Consumer Communications
P.O. Box 68511
Indianapolis, IN 46268

Consumer Information Center
Public Documents Distribution Center
Pueblo, CO 81009

Creative Educational Resources Associates, Inc.
137 Charter Circle
Ossining, NY 10562

DCA Educational Products
424 Valley Road
Warrington, PA 18976

Delmar Publishers
50 Wolf Road
Albany, NY 12205

Doubleday and Company, Inc.
245 Park Ave.
New York, NY 10017

Edison Electric Institute
90 Park Avenue
New York, NY 10016

Educational Dimensions Group
Box 126
Stamford, CT 06904

Educational Design, Inc.
47 West 13th St.
New York, NY 10011

E. M. Coleman
P.O. Box 143
Pine Plains, NY 12565

Encore Visual Education, Inc.
1235 South Victory Blvd.
Burbank, CA 91502

Energy Research and Development
Administration
Office of Public Affairs
Washington, DC 20585

Ethan Allen, Inc.
Ethan Allen Drive
Danbury, CT 06810

Fearon Publishers, Inc.
6 Davis Dr.
Belmont, CA 94002

Federal Energy Administration
Washington, DC 20461

Ginn and Co.
P.O. Box 2649
Columbus, OH 43216

Goodheart-Willcox Co., Inc.
123 West Taft Drive
South Holland, IL 60473

Gregg Press
Division of GK-Hall & Co.
70 Lincoln St.
Boston, MA 02111

Gregg/McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Guidance Associates
757 Third Avenue
New York, NY 10017

Gulf States Utilities
Consumer Information Department
P.O. Box 2431
Baton Rouge, LA 70821

Harper and Row Publishers, Inc.
10 East 53rd Street
New York, NY 10022

D. C. Heath & Company
College Dept.
125 Spring St.
Lexington, MA 12173

Henry Sanoff
North Carolina State University
Raleigh, NC 27607

Holt, Rinehart and Winston
521 Fifth Avenue
New York, NY 10175

Home Economics Publishers
Sheldon, WI 54766

Home Economics School Services
P.O. Box 802
Culver City, CA 90230

Homemaking Research Laboratories
Tony, WI 54563

Household Finance Corporation
2700 Sanders Road
Prospect Heights, IL 60070

Insurance Information Institute
110 William Street
New York, NY 10038

Interpretive Education
2306 Winters Drive
Kalamazoo, MI 49002

Iowa State University
Media Resources Center
Ames, IA 50011

J. C. Penney Co., Inc.
Educational Relations
1301 Ave. of the Americas
New York, NY 10019

Janus Book Publishers
2501 Industrial Pkwy, West
Hayward, CA 94545

John Wiley & Sons, Inc.
605 Third Avenue
New York, NY 10158

Johnson Wax
Consumer Services Center
1525 Howe Street
Racine, WI 53403

Kirsch Company
Sturgis, MI 49091

Learning Arts
P.O. Box 179
Wichita, KA 67201

Learning Resources Corporation
7594 Eads Avenue
La Jolla, CA 92037

The Learning Seed Co.
21250 Andover
Kildeer, IL 60047

J. B. Lippincott Company
Educational Publishing Division
East Washington Square
Philadelphia, PA 19105

Learning Tree Filmstrips
7108 S. Alton Way,
P. O. Box 3009, Dept. 850
Englewood, CO 80155

Longwood Division
Allyn and Bacon, Inc.
Link Drive
Rockleigh, NJ 07647

Louisiana Cooperative Extension
Service
Knapp Hall
Louisiana State University
Baton Rouge, LA 70803

Louisiana State Department of
Education
Film Library
Baton Rouge, LA 70804

Louisiana State Office of Consumer
Protection
Capitol Station
P.O. Box 44091, Suite 1218
Baton Rouge, LA 70804

Maclean-Hunter Learning Resources
708 Third Avenue
New York, NY 10017

Macmillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022

Major Appliance Consumer Action
Panel (MACAP)
20 N. Wacker Drive
Chicago, IL 60606

Manufactured Housing Institute
1745 Jefferson Davis Highway
Suite 511
Arlington, VA 22202

McCall Pattern Co.
Education Dept.
Box EMD 9119
Manhattan, KS 66502

McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10020

McKnight Publishing Co.
P.O. Box 2854
Bloomington, IL 61701

Milliken Publishing Company
1100 Research Blvd.
St. Louis, MO 63132

Minnesota Mining and Manufacturing
Company (3M)
3M Center
St. Paul, MN 55101

Mobile Home Manufacturers
Association
P.O. Box 201
Chantilly, VA 22021

Mobile Living Communications Center
P.O. Box 3431
Chicago, IL 60654

Modern Talking Picture Service,
Inc.
Classroom Service Dept.
5000 Park St. North
St. Petersburg, FL 33709

Nasco
901 Janesville Avenue
Fort Atkinson, WS 53538

National Association of Home
Builders Research Foundation,
Inc.
P.O. Box 627
Rockville, MD 20850

National Association of Realtors
155 East Superior St.
Chicago, IL 60611

National Bureau of Standards
U. S. Department of Commerce
Washington, DC 20234

Office of Economic Opportunity
Washington, DC 20506

Paul MacAllister & Associates
Lake Bluff, IL 60044

Pitman Learning, Inc.
6 Davis Drive
Belmont, CA 94002

Plan-It-Kit, Inc.
Box 429
Westport, CT 06880

Polished Apple
3742 Seahorn Drive
Malibu, CA 90265

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Proctor and Gamble
P.O. Box 14009
Cincinnati, OH 45214

Realtors National Marketing
Institute
430 North Michigan Avenue
Chicago IL 60611

Risdon Manufacturing Co.
P.O. Box 231
Waterbury, CT 06720

Rubbermaid Company
Wooster, OH 44691

School Media Associates
2620 Caladium Drive, N.E.
Atlanta, GA 30345

Scribner Book Companies
597 Fifth Avenue
New York, NY 10017

Sears Consumer Information Services
Dept. 703
Sears Tower
Chicago, IL 60684

Soap and Detergent Association
475 Park Avenue South
New York, NY 10016

Solar Systems International
27 Greenleaf Drive
Hampden, MA 01036

Southern Furniture Manufacturers
Association
P.O. Box 2436
High Point, NC 27261

Space Planner
1359 Park Street
Alameda, CA 94501

Sperry and Hutchinson Co.
2900 West Seminary Drive
Ft. Worth, TX 76133

Underground Homes
700 Masonic Bldg.
Portsmouth, OH 45662

Underground Space Center
11 Mines and Metallurgy
221 Church Street S.E.
University of Minnesota
Minneapolis, MN 55455

U. S. Consumer Product Safety
 Commission
1111 18th St., N.W.
Washington, DC 20207

U. S. Department of Agriculture
Office of Communications
Washington, DC 20250

U. S. Department of Housing
 and Urban Development
451 Seventh Street, S.W.
Washington, DC 20410

U. S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

Webster/McGraw-Hill
30th Floor
1221 Ave. of the Americas
New York, NY 10002

West Glen Films
565 Fifth Avenue
New York, NY 10017

West Point Pepperell
West Point, GA 31833

West Publishing Company
50 West Kellogg Blvd.
P.O. Box 3526
St. Paul, MN 55165

PERIODICALS WITH HOUSING INFORMATION

"American Home"
Downe Publishing
641 Lexington Avenue
New York, NY 10022

"Better Homes and Gardens"
Meredith Corporation
1716 Locust Street
Des Moines, IA 50336

"Budget Decorating"
Maco Publishing Co.
635 Madison Avenue
New York, NY 10022

"Changing Times"
Kiplinger Washington Editors, Inc.
1729 H Street N.W.
Washington, DC 20006
(Monthly. Consumer information.)

"Consumer Reports"
Consumers Union of U.S., Inc.
Orangeburg, NY 10962

"1001 Decorating Ideas"
Conso Publishing Co.
27 West 23rd Street
New York, NY 10010

"The Energy Consumer"
Department of Energy
Office of Consumer Affairs
Washington, DC 20585
(6 times/yr. Federal energy programs. Free subscription.)

"Forecast for Home Economics/Co-Ed"
Scholastic Magazines, Inc.
902 Sylvan Avenue
Englewood Cliffs, NJ 07632
(10 issues Sept.-June. Teaching techniques, special features, home furnishings and equipment, careers, crafts, consumer awareness.)

"Forum"
J. C. Penney Co., Inc
1301 Avenue of the Americas
New York, NY 10019
(2 times/yr. Curriculum ideas, special features. Free from local store managers.)

"Homeowner's How To"
Times Mirror Magazines, Inc.
P.O. Box 2841
Boulder, CO 80321
(6 times/yr. For do-it-yourself remodelers.)

"Home Planning and Decorating"
Hudson Home Publications
175 South San Antonio Road
Los Altos, CA 94022

"House and Garden"
The Conde Nast Publications, Inc.
350 Madison Avenue
New York, NY 10017

"House Beautiful"
The Hearst Corporation
717 Fifth Avenue
New York, NY 10022

"Housing" (Formerly House and Home)
McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020
(Monthly for people who plan and build homes.)

"Housing and Society"
American Association of Housing Educators
Department of Family Economics
Justin Hall
Kansas State University
Manhattan, KS 66506
(3 time/Yr. Professional articles and research, education, legislation, policy and extension activities.)

Journal of Home Economics
2010 Massachusetts Ave., N.W.
Washington, DC 20036

"New Shelter"
33 East Minor Street
Emmaus, PA 18049
(9 time/yr. Tips on maximizing
home efficiency, production,
comfort, security.)

"Nouveau"
TL Enterprises, Inc.
2300 Middlebury St.
Elkhart, IN 46516
(Annual. Mobile homes and
manufactured housing.)

"What's New in Home Economics"
North American Publishing Co.
Philadelphia, PA 19108
(10 times/yr. Teaching ideas.)

"Woman's Day Magazine"
Fawcett Printing Corporation
Louisville, KY 40201